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Curriculum Guideline
**History and
Contemporary Studies**

Part C:
Senior Division
Grades 11 and 12



The Honourable Sean Conway, Minister
Bernard J. Shapiro, Deputy Minister



Ontario

Ministry
of
Education

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MEMORANDUM TO: Directors of Education
Principals of Elementary Schools
Principals of Secondary Schools
Teachers of History and Contemporary
Studies

FROM: Sheila Roy, Director
Centre for Secondary and Adult
Education

SUBJECT: History and Contemporary Studies, 1986

DATE: July 1987

Part C: Senior Division, the third section of the guideline History and Contemporary Studies 1986, accompanies this memorandum. Part C contains policy statements and recommendations for developing courses in the Senior Division. Partie C of Histoire et Études Contemporaines will be released shortly.

History and Contemporary Studies 1986 will supersede the following guidelines in September 1988, and initial implementation of History and Contemporary Studies must begin by this date.

Economics Senior Division 1971
History Intermediate Division 1977
History Senior Division 1970
Law Senior Division 1972
Man in Society Senior Division 1965
People in Politics Senior Division 1972
World Religions Senior Division 1971

New courses may be developed from this guideline as early as the current school year, provided school staffs are able to make necessary adjustments to courses of study and classroom practices.

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Preface

This guideline outlines the expectations of the Ministry of Education for the development of history and contemporary studies courses in the Intermediate and Senior Divisions. It includes course outlines for the Ontario Academic Courses in history and contemporary studies.

History and Contemporary Studies, 1986

is divided into four parts:

- ***Part A: Policy and Program Considerations*** includes policy statements and recommendations for developing courses in history and contemporary studies.
- ***Part B: Intermediate Division*** provides directions for developing courses for Grades 7 to 10.
- ***Part C: Senior Division*** provides directions for developing courses for Grades 11 and 12.
- ***Part D: Ontario Academic Courses*** outlines the Ontario Academic Courses in history and contemporary studies.

This document supersedes the following guidelines:

Economics, Senior Division, 1971

History, Intermediate Division, 1977

History, Senior Division, 1970

Law, Senior Division, 1972

Man in Society, Senior Division, 1965

People in Politics, Senior Division, 1972

World Religions, Senior Division, 1971

Part D: Ontario Academic Courses, which outlines the Ontario Academic Courses in History and Contemporary Studies, will be forwarded in the near future.

School boards will receive in bulk sufficient copies of these documents for the following distribution:

- . superintendents
- . principals of secondary schools
- . teachers of History and Contemporary Studies
- . co-ordinators and other teachers of History and Contemporary Studies located in board offices

School system officials involved in organizing implementation activities are asked to ensure that curriculum guidelines from the bulk shipments are distributed to schools and to appropriate board office personnel within six weeks after September 1, 1987.

Questions regarding History and Contemporary Studies should be addressed to the appropriate Regional Office, listed below:

Central Ontario Region
2025 Sheppard Avenue East
Suite 3201
Willowdale, Ontario
M2J 1W4.....(416) 491-0330

Eastern Ontario Region
1580 Merivale Road
4th Floor
Ottawa, Ontario
K2G 4B5.....(613) 225-9210

Midnorthern Ontario Region
199 Larch Street
Sudbury, Ontario
P3E 5P9.....(705) 675-4436

Northeastern Ontario Region
P.O. Box 3020
447 McKeown Avenue
North Bay, Ontario
P1B 8K7.....(705) 474-7210

Northwestern Ontario Region

P.O. Box 5000

435 James Street South

Thunder Bay, Ontario

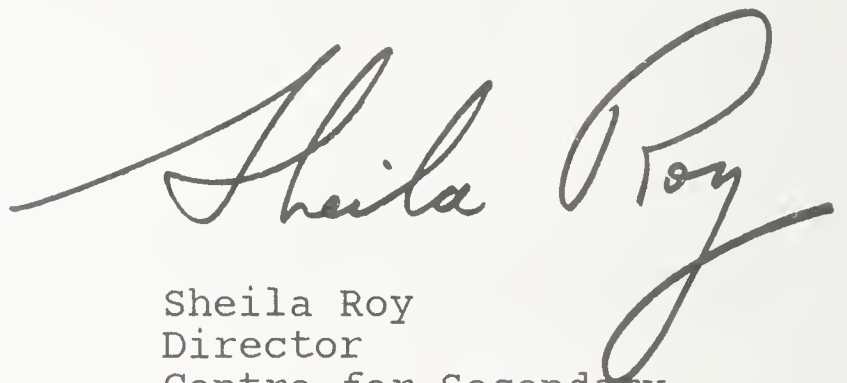
P7C 5G6.....(807) 475-1581

Western Ontario Region

759 Hyde Park Road

London, Ontario

N6H 3S6.....(519) 472-1440

A handwritten signature in cursive script, reading "Sheila Roy". The signature is written in dark ink and is positioned above the printed name and title.

Sheila Roy

Director

Centre for Secondary
and Adult Education



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Introduction:
The Senior Division
(Grades 11 and 12)

History programs developed for the Senior Division cover historical developments from prehistoric to contemporary times and provide a basis for students to develop a global perspective on the past and present. Contemporary studies programs acquaint students with aspects of law and a variety of social sciences relevant to their daily lives.

“Civilizations in History” introduces the study of past civilizations; “Twentieth-Century World History” highlights the changes and issues that have influenced contemporary life; and “American History” enables students to explore the broad historical trends in the development of the United States from colonial days to the present.

Contemporary studies courses may focus on “Politics”, “Law”, and “Economics”, or take the multidisciplinary approach to the social sciences appropriate for “Society: Challenge and Change”, “World Religions”, and “Native Studies”. Multidisciplinary courses may also be constructed using history and/or contemporary studies modules (see section 5.5.2, “Modules” in Part A of this guideline, *Policy and Program Considerations*).

Program	Grade	Course Code
History		
Civilizations in History	11/12	HWC
Twentieth-Century World History	11/12	HWT
American History	11/12	HUS
Contemporary Studies		
Law	11/12	HLW or BLW/CDR
Politics	11/12	HPO
Economics	11/12	HXE or BEC/CEC
Society: Challenge and Change	11/12	HSC
World Religions	11/12	HRW
Native Studies	11/12	HNA

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Major Cognitive-Skills Objectives

The major cognitive-skills objectives in the list that follows are prescribed for history and contemporary studies courses in the Senior Division. They must be included in the planning of course outlines and in classroom instruction as a course progresses. Schools may add major objectives to a course outline in order to meet the needs, interests, and abilities of the students in their communities, provided such objectives are consistent with those prescribed for the course.

Cognitive-Skills Objectives
Grades 11 and 12

Focus

Students should be able to formulate suitable questions for an inquiry. Courses planned shall therefore assist and enable students to:

Basic

- generate a list of questions on a topic;*
- discuss the quality of questions;
- discuss the purpose of questions;
- select the “best” question on a topic from a list;
- use different types of questions, including: factual, definitional, comparative, causal, ranking, decision making.*

General

- generate a list of questions on a topic;
- establish criteria for assessing questions;*
- recognize questions that meet the criteria;*
- select the “best” question on a topic from a list;
- use different types of questions, including: factual, definitional, comparative, causal, ranking, decision making, moral, speculative.*

Advanced

- generate a list of questions on a topic;
- establish criteria for assessing questions;
- recognize questions that meet the criteria;
- formulate questions that meet the criteria;
- use different types of questions, including: factual, definitional, comparative, causal, ranking, decision making, moral, speculative.*

* Asterisk indicates new skill in Senior Division or extension of the skill for that level of difficulty.

Organize

Students should be able to select and develop an organizer[†] for the focus. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– use an appropriate type of organizer for the focus – e.g., time sequence, multiple causation, multiple comparison, simple ranking, decision making with alternatives and criteria;*	– develop an appropriate type of organizer for the focus – e.g., time sequence, cause-and-effect, comparison, decision making with ranked criteria;*	– develop an appropriate type of organizer for the focus – e.g., time sequence, cause-and-effect, ranking, comparison, decision making with filler information;*
		– extend the complexity of the organizer by classifying similar parts of the organizer, using sub-organizers within some parts of the organizer;*
		– begin to use statistical models, theories, and conceptual frameworks;*
– re-examine the appropriateness of the focus;	– re-examine the appropriateness of the focus;	– re-examine the appropriateness of the focus;
– revise the focus, as necessary.	– revise the focus, as necessary.	– revise the focus, as necessary.

[†] The complexity and sophistication of the organizer will vary according to the level of difficulty. Organizers at the basic level will be the least complex and sophisticated. Nevertheless, as the course and program proceed, the organizers used at any level of difficulty should grow in complexity and sophistication.

* Asterisk indicates new skill in Senior Division or extension of the skill for that level of difficulty.

Locate

Students should be able to locate and select information.¹ Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– find sources of information beyond textbooks – e.g., people, print and electronic media, computer software, government agencies – with teacher direction;* – select information by using indexes, tables of contents, and headings in books, with significant teacher direction;* – discuss the reliability of sources of information, with some teacher assistance;* – determine the meaning of material read, observed, and listened to, with some teacher assistance;* – determine the relevance to the focus and the organizer of material read, observed, and listened to, with some teacher direction.*	– find multiple sources of information – e.g., people, textbooks, other library books, some primary sources, library catalogues, print and electronic media, audio-visual materials, government . agencies, computer software and databases – with teacher direction;* – select information for independent research;* – discuss the reliability of sources of information, with minimal teacher assistance;* – determine the meaning of material read, observed, and listened to, with minimal teacher assistance;* – determine the relevance to the focus and the organizer of material read, observed, and listened to, with minimal teacher direction;* – examine the relative cost-benefit factors of sources of information – e.g., time needed to obtain, travel involved, relevance of source.*	– find multiple sources of information – e.g., people, textbooks, other library books, primary sources, library catalogues, print and electronic media, audio-visual materials, government and other agencies, computer software and databases – with teacher direction;* – select information for independent research;* – determine the reliability of sources of information, with rare teacher assistance;* – determine the meaning of material read, observed, and listened to, with rare teacher assistance;* – determine the relevance to the focus and the organizer of material read, observed, and listened to, with rare teacher direction; – determine the relative cost-benefit factors of sources of information – e.g., time needed to obtain, travel involved, relevance of source.*

1. It is expected that the teacher will consult with the librarian in planning for the use of resources within the school and the community.

* Asterisk indicates new skill in Senior Division or extension of the skill for that level of difficulty.

Record

Students should be able to summarize and record information based on the organizer. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– identify main ideas and supporting ideas in information;	– identify main ideas and supporting ideas in information;	– identify main ideas and supporting ideas in information;
– summarize information in their own words, with some teacher assistance;*	– summarize information in their own words, with minimal teacher assistance;*	– relate information to the main ideas;
– select appropriate quotations, charts, tables, and cartoons;*	– select appropriate quotations, pictures, maps, charts, tables, diagrams, and cartoons;	– summarize information in their own words, with rare teacher assistance;*
– record information and relate to appropriate parts of organizer;	– select appropriate quotations, pictures, maps, charts, tables, diagrams, and cartoons;	– record information and relate to appropriate parts of organizer;
– re-examine appropriateness of focus and organizer, with some teacher assistance;*	– record information and relate to appropriate parts of organizer;	– select appropriate quotations, pictures, maps, charts, tables, diagrams, and cartoons;
– adjust focus and organizer, as necessary, with some teacher assistance.*	– re-examine appropriateness of focus and organizer, with minimal teacher assistance;*	– record information and relate to appropriate parts of organizer;
	– adjust focus and organizer, as necessary, with minimal teacher assistance.*	– re-examine appropriateness of focus and organizer, with rare teacher assistance;*
		– add sub-organizers as necessary;*
		– adjust focus and organizer, as necessary, with rare teacher assistance.*

* Asterisk indicates new skill in Senior Division or extension of the skill for that level of difficulty.

Evaluate/Assess

Students should be able to evaluate and assess the recorded information. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– distinguish between relevant and non-relevant information, with some teacher assistance;* – identify the topic in information; – connect information to appropriate ideas;* – identify point of view in information;* – determine whether information is fact or opinion;	– distinguish between relevant and non-relevant information, with minimal teacher assistance;* – identify the topic and point of view in information;* – connect information to appropriate ideas; – identify different perspectives in information;* – determine whether information is fact or opinion; – evaluate information for logical errors;* – evaluate information for bias;* – recognize propaganda techniques;* – determine whether additional information is required, with minimal teacher assistance;* – re-examine appropriateness of focus and organizer, with minimal teacher assistance;* – adjust focus and organizer, as necessary, with minimal teacher assistance.*	– distinguish between relevant and non-relevant information, with rare teacher assistance; – identify the topic and point of view in information; – identify sources of points of view and purpose in data;* – identify different perspectives in information;* – determine whether information is fact or opinion; – evaluate information for logical errors, accuracy, underlying assumptions;* – readily recognize bias;* – recognize propaganda techniques;* – determine whether additional information is required, with rare teacher assistance;* – re-examine appropriateness of focus and organizer, with rare teacher assistance;* – adjust focus and organizer, as necessary, with rare teacher assistance.*

* Asterisk indicates new skill in Senior Division or extension of the skill for that level of difficulty.

Synthesize and Conclude

Students should be able to synthesize and draw conclusions from information. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– observe relationships in the data – e.g., past-present, comparative, cause-and-effect, sequential – with some teacher assistance;* – draw conclusions based on observations; – use a satisfactory amount of supporting evidence for an opinion;* – defend their own opinion;* – assess the usefulness of conclusion(s); – assess the usefulness of the skills used in the inquiry, with some teacher direction;* – assess the appropriateness of the method and materials used to record information.	– observe relationships in the data – e.g., past-present, comparative, cause-and-effect, sequential, whole-part – with minimal teacher assistance;* – draw conclusions based on systematic evaluation of evidence;* – use a satisfactory amount of supporting evidence for an opinion; – modify conclusions based on new evidence;* – assess the usefulness of conclusion(s); – assess the usefulness of the skills used in the inquiry, with minimal teacher direction;* – assess the appropriateness of the method and materials used to record information.	– observe relationships in the data – e.g., past-present, comparative, cause-and-effect, sequential, whole-part, ranking – with rare teacher assistance;* – weigh alternative conclusions critically;* – select evidence for an opinion from an excessive amount of supporting evidence; – modify conclusions based on new evidence;* – assess the usefulness of conclusion(s); – assess the usefulness of the skills used in the inquiry, with rare teacher direction;* – assess the appropriateness of the method and materials used to record information.

* Asterisk indicates new skill in Senior Division or extension of the skill for that level of difficulty.

Apply

Students should be able to apply the product and process of the inquiry to other situations or circumstances. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– develop generalizations from conclusion(s); – apply a general rule to a specific case;* – make predictions based on conclusions; – make comparisons based on conclusions, with significant teacher direction;* – discuss and make decisions based on conclusions, with some teacher assistance;* – determine practical uses of conclusion(s); – determine practical uses of skills used in inquiry, with some teacher assistance.*	– develop generalizations from multiple conclusion(s); – apply a general rule to different types of cases;* – make predictions based on conclusions; – speculate about alternative outcomes;* – make comparisons based on conclusions, with some teacher assistance;* – discuss and make decisions based on conclusions, with minimal teacher assistance;* – determine practical and abstract uses of conclusions; – determine practical and abstract uses of skills used in inquiry, with minimal teacher assistance;* – discuss alternatives to the inquiry process followed.*	– develop generalizations and analogies from conclusions; – adapt general rules to fit different cases;* – make predictions based on conclusions; – speculate about alternative outcomes; – make comparisons based on conclusions, with rare teacher assistance;* – discuss and make decisions based on conclusions, with rare teacher assistance; – determine practical, abstract, and academic uses of conclusions; – determine practical, abstract, and academic uses of skills used in inquiry, with rare teacher assistance;* – create or adapt alternatives to the inquiry process followed.*

* Asterisk indicates new skill in Senior Division or extension of the skill for that level of difficulty.

Communicate

Students should be able to communicate the product and process of the inquiry. Courses planned shall therefore assist and enable students to:

Basic	General	Advanced
– determine the appropriate type(s)/ mode(s) of communication – e.g., oral, written, visual; – discuss the appropriateness of the type of communication to data, audience, time/resource constraints; – communicate in a manner consistent with the organizer/purpose of the inquiry, with some teacher assistance;* – write clear, coherent, and correct notes, sentences, and paragraphs;* – speak clearly and coherently; – write to describe ideas, events, and personalities; – write to explain ideas, events, and personalities; – speak in a variety of situations – e.g., small-group discussion, role playing;* – use charts, maps, and pictures in some short reports.*	– determine the appropriate type(s)/ mode(s) of communication – e.g., oral, written, visual; – discuss the appropriateness of the type of communication to data, audience, time/resource constraints; – communicate in a manner consistent with the organizer/purpose of the inquiry, with minimal teacher assistance;* – write clear, coherent, and correct multi-paragraph compositions, including a bibliography; – speak clearly and coherently; – write to describe ideas, events, and personalities; – write to explain ideas, events, and personalities; – speak in a variety of situations – e.g., small-group discussion, role playing, simulation, oral report;* – develop logical arguments;* – speak persuasively; – make and use charts, graphs, maps, and pictures in some assignments and in notes.	– determine the appropriate type(s)/ mode(s) of communication – e.g., oral, written, visual; – determine the appropriateness of the type of communication to data, audience, time/resource constraints; – communicate in a manner consistent with the organizer/purpose of the inquiry, with rare teacher assistance;* – write clear, coherent, and correct multi-paragraph compositions, including bibliography and footnotes; – write an essay of about 1000 words, using bibliography and footnotes;* – speak clearly and coherently; – write to describe ideas, events, and personalities; – write to explain ideas, events, and personalities; – write to persuade; – speak in a variety of situations – e.g., role playing, panel discussion, simulation, debate, oral report; – develop logical arguments;* – speak persuasively; – make and use charts, graphs, maps, and pictures in some assignments and in notes.

* Asterisk indicates new skill in Senior Division or extension of the skill for that level of difficulty.

History

Civilizations
in History

Twentieth-
Century World
History

American
History

.....

Civilizations in History

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Rationale

“Civilizations in History” enables students to develop a global perspective through the study of past civilizations. Past societies are examined in terms of the introductory concept of civilization as “a developed or advanced state of human society”. Opportunities are then provided for students to establish criteria, formulate and test hypotheses, and reach their own personal or group conclusions about the nature of human society. A thematic approach that allows a chronological framework to be retained would be appropriate.

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Aims

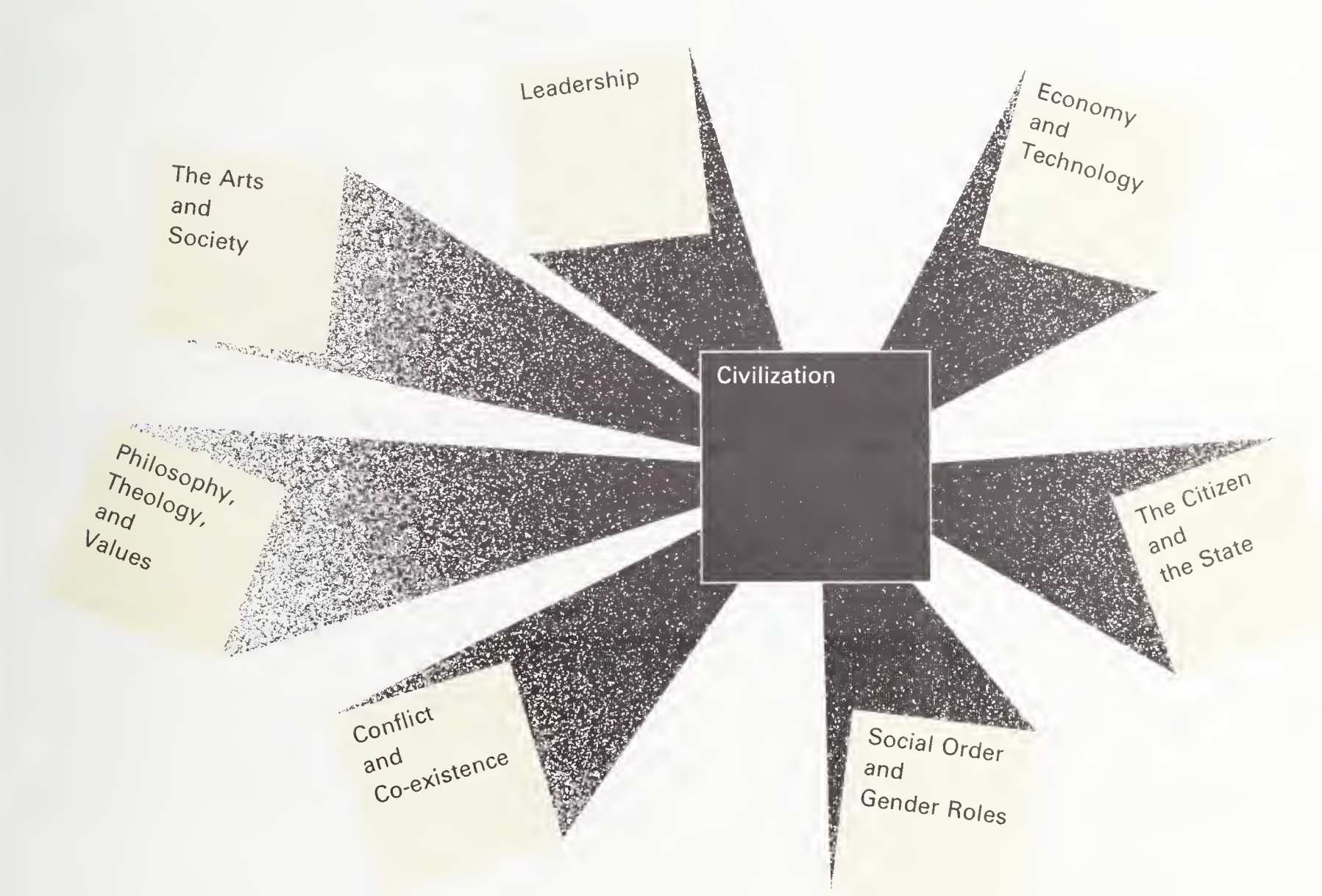
- Courses planned shall assist and encourage students to:
- understand the nature and achievements of civilizations;
 - become aware of the historical background to the modern age;
 - appreciate the diversity of civilizations, ways of thinking and acting, and values and beliefs;
 - appreciate the complexity of value-related issues;
 - express effectively their ideas about the nature of civilizations, past and present;
 - understand the ways in which contemporary thought has been fashioned by past civilizations;
 - become aware that the lack of equal opportunity has been a characteristic of many civilizations;
 - develop self-confidence and self-esteem;
 - improve their facility in using cognitive skills to process and communicate information in a variety of contexts.

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Special Considerations

Approach

The units that make up this program focus on the characteristics of civilizations in ancient and early modern times. General descriptions and broad themes should be emphasized rather than chronology and events.

Using each civilization selected, teachers may wish to examine the nature of the society chosen under one or more common themes, as indicated in the diagram that follows:



Such an approach would help students make comparisons among different civilizations and would provide a focus for a course.

Prerequisites	– none
Credits	– one
	For further information, see section 5.5.2, “Modules”, in Part A of this guideline, <i>Policy and Program Considerations</i> .
Course Code	– HWC

Basic Level

Overview

Basic-level courses should provide students with the opportunity to become acquainted with the customs, arts, and technology of some past civilizations. The focus on women, men, and children living in different places and at different periods of history should encourage students to expand their world views.

Units

Section A

- 1. Ancient Egypt and the Near East
- 2. The Mediterranean World, 1500 B.C.–450 A.D.
- 3. Early Asian Civilization, 1500 B.C.–900 A.D.
- 4. Medieval Europe, 400–1350
- 5. Early Modern Europe, 1350–1900

Section B

- 6. The Arab World to 1900
- 7. The Asian World to 1900
- 8. Sub-Saharan Africa to 1900
- 9. Central and South America

Eighty per cent of the content of any course of study must be selected from the units listed. The remaining 20 per cent may be designed to reflect local resources, but must focus on civilizations from the period prior to 1900.

At the basic level, courses shall consist of a core of two units, each of which constitutes at least 20 per cent of the course. Of these units, one must be selected from section A and one from section B. If minimum times are used, additional units from either section A or section B must be added to meet student interests and needs. Another alternative is the addition of a “Humanity Before Civilization” unit dealing with prehistory.

Two sample courses at the basic level might be:

Sample I	Time Allotment %
Ancient Egypt and the Near East	35
The Mediterranean World, 1500 B.C.–450 A.D. (The Romans)	30
Medieval Europe, 400–1350	10
The Asian World to 1900	25
Sample II	Time Allotment %
Early Modern Europe, 1350–1900	60
Central and South America	20
Sub-Saharan Africa to 1900	20

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to basic-level courses developed from “Civilizations in History”.

Attitudes

- Students should develop:
- self-confidence and self-esteem;
 - appreciation of the contributions to our own way of life made by individual men and women and groups from a different time and place;
 - appreciation of the cultural traditions of people who have come to Canada from other countries;
 - sensitivity to the reasons for similarities and differences between lifestyles in different countries in the past and their own lifestyle;
 - a global perspective.

Knowledge²

- Students should develop an understanding of:
- a definition for “civilization”;
 - similarities and differences between comparable aspects of the lives of people in other civilizations and our lives today;
 - ways in which the past has helped to shape the present;
 - the location, major achievements, customs, and beliefs of at least one ancient or early European civilization;
 - the location, major achievements, customs, and beliefs of at least one non-European civilization.

2. To accommodate the broad range of courses that may be developed from “Civilizations in History”, major knowledge objectives are outlined in general terms only.

Sample Unit 5.
Early Modern Europe,
1350–1900,
basic level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for basic-level courses developed from this program are prescribed.*

Description

In this unit, a “time capsule” approach to aspects of life in early modern Europe is used. Students explore two themes – the age of Exploration and the Agricultural and Industrial revolutions – that highlight the impact of technology on society and the positive and negative effects of change. Through such optional topics as Tudor England or Louis XIV’s France, students can explore a specific period in history in some detail.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– find information at a food store about the dietary, lifestyle, and transportation implications of unprocessed foods	x		
– discuss the reliability of sources of information dealing with the lifestyle of a person living in France during the time of Louis XIV		x	
– draw conclusions about life in an English factory town from articles read		x	
– defend their own opinions about the positive and negative impact of industrialization	x		
– make pie graphs from statistics		x	
– write a description, in journal form, of an explorer’s journey, or prepare an oral narrative of an encounter with an explorer, from a Native person’s perspective		x	

- I – Introduce
- D – Develop
- E – Extend

Attitudes

Students should develop:

- appreciation of the achievements of the Age of Exploration and of the Industrial and Agricultural revolutions;
- empathy with the experience of a conquered people;
- willingness to participate in group projects;
- sensitivity to the reasons why lifestyles differed from their own in different countries in the past;
- sensitivity to the differences in lifestyle and experience of people as a result of class, racial origin, and gender.

Knowledge

Students should develop an understanding of:

- the major explorations between 1492 and 1700;
- the impact of explorations on the people of Europe and on the people of the lands “discovered”;
- the impact of technology on Britain and on its population between 1350 and 1900;
- the nature of everyday life for men, women, and children in a European country during a particular era.

Topics

1. The Age of Exploration

- the reasons why the Portuguese and Spanish set out on explorations
- ten major explorers and their discoveries, 1492 to 1700
- advances in shipbuilding and navigation
- the impact of products brought back by the explorers on European lifestyles
- wars that resulted from exploration
- the impact of explorers on the Native men, women, and children of the “discovered” lands
- the development of companies and banking

2. The Agricultural and Industrial Revolutions

- the Agricultural Revolution: enclosures, inventions, new crops
- the Industrial Revolution: inventions in weaving, steam engines, coal mining, and textile and iron manufacturing
- the Transportation Revolution: canals, roads, railways
- the nature of everyday life in industrial Britain: factory workers, slums, child labour, domestic service

3. Louis XIV’s France

(A similar structure may be used to develop a topic on Tudor England.)

- daily life: housing, diet, dress, activities
- health hazards: plagues and disease as killers
- agriculture and industry: main crops, major industries
- technology and warfare: the building of Versailles, domestic technology, clockmaking advances, examples of land and sea battles
- government: Louis XIV’s monarchy, resentments, taxation, recruitment for army and navy, treatment of crime

Sample Teaching and Formative-Evaluation Strategies

- Arrange a field trip to a bulk-food store outlet to see spices, coffee, and (if possible) tobacco in their natural, unprocessed form. Students then consider the transportation challenges that these products presented in early modern times and discuss how these products changed people’s diet and habits.
- Divide the class into four groups, each of which researches, from resources collected by the teacher, the lifestyle of a person living in Louis XIV’s France: a peasant, a noble, a member of the middle class, a domestic servant, King Louis XIV. After discussing the reliability of the sources of information, the groups organize the results of their research under such headings as dress, housing, diet, and daily activities, and present their findings to the class. Groups should be encouraged to include visual aids in their presentations. Students then make a chart, using the same headings and points, to compare two or three aspects of their own lifestyle and that of the person they researched.
- Provide students with data about taxes paid by French peasants, nobles, and clergy. Students then make a pie graph showing the percentage of their income each group paid in taxes.

- Have students develop a chart showing between four and six common crimes in Canada. Students then develop a similar chart for Louis XIV’s France and discuss the similarities and differences.
- Read an excerpt from the journal of an explorer (for example, Champlain, La Salle, or Jolliet and Marquette) to the class and discuss the content and writing style with the students. Using a time frame and topic headings supplied by the teacher, students then research the life of a major explorer and write an account of one of his journeys in journal form; or they prepare an oral narrative, from the perspective of a Native person, about his or her encounter with and reaction to an explorer.
- Provide students with an article describing an English factory town during the Industrial Revolution. Students then (i) determine facts and opinions, and (ii) draw conclusions.
- Develop a comparison organizer with the class to examine and draw conclusions about the benefits and problems caused by industrialization from the perspective of individual men, women, and children. Students then develop generalizations about the negative and positive impact of industrialization and defend their opinions.

Sample Summative-Evaluation Strategies

- Provide students with pictures showing features of modern industrialized society. Students identify in the pictures both benefits and problems for people caused by industrialization and communicate their findings in chart form.
- Have students develop a list of possible sources of information dealing with the way people lived in Louis XIV’s France or in Tudor England. Students then arrange these sources in rank order, from the most to the least reliable.

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General Level

Overview

General-level courses should introduce students to selected economic, political, social, and cultural achievements of past civilizations. The emphasis is on enhancing and extending students’ awareness of themselves and their world and strengthening their ability to deal effectively with diversity.

Units

Section A

- 1. Ancient Egypt and the Near East
- 2. The Mediterranean World, 1500 B.C.–450 A.D.
- 3. Early Asian Civilization, 1500 B.C.–900 A.D.
- 4. Medieval Europe, 400–1350
- 5. Early Modern Europe, 1350–1900

Section B

- 6. The Arab World to 1900
- 7. The Asian World to 1900
- 8. Sub-Saharan Africa to 1900
- 9. Central and South America

Eighty per cent of the content of any course of study must be selected from the units listed. The remaining 20 per cent may be designed to reflect local resources, but must focus on civilizations from the period prior to 1900.

At the general level, courses shall consist of a core of three units, each of which constitutes at least 20 per cent of the course. Of these units, one must be selected from section A and one from section B. If minimum times are used, additional units from either section A or section B must be added to meet local conditions and individual student needs. Another alternative is the addition of a “Humanity Before Civilization” unit dealing with prehistory.

Two sample courses at the general level might be:

Sample I	Time Allotment %
Ancient Egypt and the Near East	10
The Mediterranean World, 1500 B.C.–450 A.D. (The Greeks)	30
Medieval Europe, 400–1350	20
Early Modern Europe, 1350–1900	20
The Arab World to 1900	20
Sample II	Time Allotment %
Ancient Egypt and the Near East	20
Early Asian Civilization (Classical China)	10
Early Asian Civilization (Ancient India)	10
The Arab World to 1900	20
Sub-Saharan Africa to 1900	20
The Asian World to 1900	20

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to general-level courses developed from “Civilizations in History”.

Attitudes

- Students should develop:
- self-confidence and self-esteem;
 - appreciation of the democratic way of life;
 - appreciation of the value of co-operation in group activities;
 - appreciation of examples of classical fine art (pottery, murals, sculpture);
 - appreciation of diversity in race and culture;
 - appreciation of the cultural traditions of people who have come to Canada from other countries;
 - sensitivity to human needs and social problems.

Knowledge³

- Students should develop an understanding of:
- the meaning and application of the concepts of civilization, society, culture, economics, technology, sex roles, politics, values, leadership;
 - the criteria by which a civilization can be examined and evaluated;
 - the main achievements, characteristics, values, and individuals of three ancient or early modern civilizations;
 - similarities and differences between comparable aspects of the civilizations studied;
 - the nature of daily life for people in another time and place;
 - the origins of some civilizations and the reasons why some disappeared.

3. To accommodate the broad range of courses that may be developed from “Civilizations in History”, major knowledge objectives are outlined in general terms only.

Sample Unit 5.
Early Modern European Civilization,
1350–1900,
general level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for general-level courses developed from this program are prescribed.*

Description

In this unit, students explore significant aspects of life in early modern Europe. This investigation should help them understand how and why Europe came to dominate the world during this period and become familiar with some of the key features and values of this civilization. Use of a thematic structure to highlight appropriate economic, social, political, and cultural developments is recommended.

Unit Objectives

Attitudes

Students should develop:

- appreciation of the cultural roots of Canadians with European ancestry;
- sensitivity to human needs and social problems;
- appreciation of the achievements of early modern European civilization;
- empathy with the experiences of people of a different class, race, or sex.

Knowledge

Students should develop an understanding of:

- the nature of everyday life for men, women, and children during this period;
- developments in domestic, agricultural, and industrial technology and warfare;
- the changing composition of society;
- the common types of government;
- aspects of the arts and of science;
- the role of religion;
- Europeans’ perceptions of themselves and others.

Cognitive Skills

Students should be able to:

	I	D	E
– find information about the plague, using maps			x
– determine the meaning of travel writings and articles that reflect Europeans’ perceptions and treatment of others		x	
– use a satisfactory amount of supporting evidence for generalizations about early modern Europe developed from a study of paintings		x	
– make comparisons between the Canadian government and governments in early modern Europe		x	
– write a description of the contribution of a significant individual to life in early modern Europe			x
– role play a person from this era involved in a specific situation			x

I – Introduce
D – Develop
E – Extend

Topics

1. Introduction

- the chronological and geographical extent of early modern European civilization
- the nature of everyday life in early modern Europe, for men, women, and children
- some contributions to our society made by the societies of early modern Europe

2. Daily and Family Life

- some aspects of daily living
- views of marriage, children, male and female roles, and love
- conditions that led to migration

3. Technology and Warfare

- changes in navigation and weaponry
- changes in domestic and agricultural technology
- ways in which warfare affected the life of men, women, and children

4. Social Classes

- the classes that made up society
- reasons why the number of classes and the power held by each changed and ways in which changes occurred

5. Types of Government

- similarities and differences among three basic types of government: republic, limited monarchy, and absolute monarchy
- the advantages and disadvantages of each type

6. Arts and Sciences

- contributions made by the arts to our understanding of early modern European civilization
- scientific and medical discoveries that contributed to social changes

7. Religion and Values

- the reasons why religion was such an important part of life
- the reasons why religious disputes were so frequent
- the impact of religious beliefs and values on the everyday life of men, women, and children

8. People and Society

- the development of individualism, as illustrated in examples
- Europeans' perceptions of (i) themselves and (ii) others

Sample Teaching and Formative-Evaluation Strategies

- Show students maps outlining the spread of the plague (i) in 542 and (ii) in 1348. Students suggest reasons why the later plague cycle covered a much greater area than the earlier one.
- Review the powers of the Canadian government and how these powers are enforced and have students compare the Canadian government with governments in early modern Europe on the basis of power held and methods of law enforcement. (Students may use a comparison organizer for their information.) Students then suggest reasons for the differences.
- Bring in examples of paintings from the major periods of art history between 1350 and 1900 and divide students into groups, one for each period of art. Each group develops generalizations about what its painting reveals about the civilization, using a satisfactory amount of supporting evidence.
- Have students research material on an individual who made a major impact on the early modern European world. Examples would include: Luther, Calvin, Knox, St. Teresa of Avila, Loyola (religion); Galileo, Voltaire, Mary Wollstonecraft, Christine de Pisan (science and ideas); Queen Isabella, Henry the Navigator, Queen Elizabeth I, Captain Cook (exploration). Students then write a paragraph describing the individual’s contribution.

- Bring in historical travel writings, articles on the “noble savage”, or writings on the history of travel, and have the class discuss the fascination early modern Europeans had with other peoples in the light of how they treated these peoples.
- Ask students to prepare a five-minute scene to role play one of the following:
 - i) a young peasant who has recently moved from the country to a city;
 - ii) a soldier who has just collected two years of back pay;
 - iii) the only child of a wealthy wool merchant who wants to marry the child of a poor but educated peasant;
 - iv) a girl from the country employed in a city as a domestic servant;
 - v) a member of the French nobility attempting to flee to England on the eve of the French Revolution.

The accuracy of detail and interpretation should be evaluated. As an alternative, students could write a paragraph describing one of these individuals’ ideas and plans.

Sample Summative-Evaluation Strategies

- Have students read about the daily lives of people during this period and make comparisons between the lives of boys and girls then and now, using a comparison organizer for their information. Both the sophistication of the organizer and the written conclusion should be assessed.
- Have students use multiple sources of information (primary sources, textbooks, audio-visual materials, etc.) to locate information about industrial, agricultural, or domestic technology or warfare during this period. Students communicate the information in writing or orally.

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Advanced Level

Overview

Advanced-level courses should provide students with opportunities to understand the nature of civilization, the background to the modern age, and their own place in history. The emphasis is on helping students develop the skills they need to deal effectively with diversity.

Units

Section A

- 1. Ancient Egypt and the Near East
- 2. The Mediterranean World, 1500 B.C.–450 A.D.
- 3. Early Asian Civilization, 1500 B.C.–900 A.D.
- 4. Medieval Europe, 400–1350
- 5. Early Modern Europe, 1350–1900

Section B

- 6. The Arab World to 1900
- 7. The Asian World to 1900
- 8. Sub-Saharan Africa to 1900
- 9. Central and South America

Eighty per cent of the content of any course of study must be selected from the units listed. The remaining 20 per cent may be designed to reflect local resources, but must focus on civilizations from the period prior to 1900.

At the advanced level, courses shall consist of a core of four units, each of which constitutes 20 per cent of the course. Of these units, three must be selected from section A, and one from section B. These units should comprise 80 per cent or more of the course. If minimum times are used the remaining 20 per cent must consist of a unit from either section A or section B or a “Humanity Before Civilization” unit dealing with prehistory.

Two sample courses at the advanced level might be:

Sample I	Time Allotment %
Humanity Before Civilization	10
Ancient Egypt and the Near East	20
The Mediterranean World, 1500 B.C.–450 A.D.	20
The Arab World to 1900	20
Medieval Europe, 400–1350	20
Early Modern Europe, 1350–1900 (Renaissance Europe)	10
Sample II	Time Allotment %
The Mediterranean World, 1500 B.C.–450 A.D. (The Roman Empire)	10
Early Modern Europe, 1350–1900	20
Early Asian Civilization, 1500 B.C.–900 A.D. (Classical China)	20
Medieval Europe, 400–1350	20
The Asian World to 1900	20
Sub-Saharan Africa	10

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to advanced-level courses developed from “Civilizations in History”.

Attitudes

Students should develop:

- self-confidence and self-esteem;
- appreciation of the way in which an understanding of a past civilization can enhance our understanding of contemporary society;
- appreciation of the qualities needed to build a civilization;
- appreciation of diversity in race and culture;
- appreciation of the cultural traditions of people who have come to Canada from other countries;
- awareness and appreciation of their ability to work independently;
- sensitivity to human needs and social problems.

Knowledge⁴

Students should develop an understanding of:

- the meaning and application of the concepts of civilization, society, culture, economics, technology, sex roles, politics, values, leadership;
- the criteria by which a civilization can be examined and evaluated;
- the main achievements, characteristics, values, and individuals of at least four ancient or early modern civilizations;
- similarities and differences between comparable aspects of the civilizations studied;
- the nature of everyday life for people in another time and place;
- the origins of some civilizations and the reasons why some disappeared.

4. To accommodate the broad range of courses that may be developed from “Civilizations in History”, major knowledge objectives are outlined in general terms only.

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Sample Unit 5.
Early Modern Europe,
1350–1900,
advanced level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for advanced-level courses developed from this program are prescribed.*

Description

In this unit, students examine how and why early modern European civilization achieved world dominance, expanding outward and coming into contact with civilizations around the globe. Such themes as expansion, spiritual renewal, individualism, economic innovation, scientific inquiry, and conflicting approaches to government are highlighted, and the interaction of the forces of stability and change is investigated. Students also consider the question of whether and to what degree early modern European society constituted a “civilization”.

Unit Objectives
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Attitudes

Students should develop:

- appreciation of elements of the European roots of Canada’s culture;
- respect for and appreciation of Western society’s artistic and literary heritage;
- sensitivity to the opinions of others;
- willingness to co-operate in group undertakings.

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Knowledge

Students should develop an understanding of:

- some of the basic characteristics of early modern European civilization;
- a variety of family and class structures;
- such economic concepts as: standard of living, productivity, economic systems;
- such major types of government as: limited monarchy, republic, absolute monarchy;
- the key religious issues of the sixteenth century;
- the work of prominent artists during this period;
- the relationship between art, science, and religion.

Cognitive Skills
Students should be able to:

	I	D	E
– determine the relevance of tables, charts, pictures, and readings to a hypothesis about shorter lifespans during this period		x	
– select information dealing with population fluctuations, for independent research		x	
– observe cause-and-effect relationships in data on lifestyles and life expectancy		x	
– assess the usefulness of conclusions about different forms of government			x
– develop graphs to communicate data on population			x
– write an essay of not more than 1000 words on the work of a personality from this era, using a bibliography and footnotes	x		

- I – Introduce
D – Develop
E – Extend

Topics

1. Introduction

- the chronological and geographical extent of early modern European civilization
- the basic characteristics of this civilization

2. Daily Life

- the relationships among lifespan and health, birth rates, diet, housing, and clothing
- the extent to which marriage, male and female roles, and the treatment of children were a reflection of economic realities
- the extent to which the changing powers of peasants, domestics, artisans, industrial workers, male and female clergy, the middle class, and the nobility reflected a changing economy
- the extent to which the concept of hierarchy fit the social realities of the period

3. Economy

- the reasons why agriculture was the most common form of economic activity
- the changes that resulted from increased productivity
- the influence of the growth of commerce on the development of towns and on life in towns
- the extent to which developments in navigation, cartography, and weaponry were improvements over previous technologies
- the extent to which the relationship between Europe and the rest of the world was governed by Europe’s need for raw materials

4. Government

- the similarities and differences among three basic types of government: limited monarchy, republic, and absolute monarchy
- the reasons why the reaction to absolutism was successful in some countries but not in others
- the contributions of interstate conflicts to the maintenance of a balance of power in Europe
- the innovations in warfare over the period
- the impact of warfare on the lives of men, women, and children

5. Arts and Sciences

- contributions made by the arts to our understanding of early modern European civilization
- scientific and medical discoveries that contributed to social changes in the period

6. Religion

- the reasons why religious disputes were so prominent
- the impact of religious beliefs and values on the daily life of men, women, and children

7. People and Society

- the development of individualism and its impact on the growth and development of early modern European civilization

Sample Teaching and Formative-Evaluation Strategies

- Introduce students to tables and graphs of statistics on lifespan during this period and ask students to formulate hypotheses about why life expectancy was low. Pictures of paintings and readings that contain evidence of health standards, birth rates, sanitation, diet, housing, and clothing will help students validate and expand upon their hypotheses. Students then use an issue-analysis/decision-making organizer for their data.
- Conduct a simple science experiment to show how the medieval cosmology was changed by Newton's view of the universe.
- Have students graph population statistics for each century from 1350 to 1900, research the reasons for the fluctuations, and describe them in a report.
- Have students investigate an example of one form of government: limited monarchy, republic, or absolute monarchy. Working in groups, students develop a comparison chart, using such headings as: basis of power, role of leaders, concept of nation states, rights of citizens, people denied citizenship. The class then assesses the usefulness of the conclusions that can be drawn from the comparison.
- Have students choose an author, poet, playwright, educator, explorer, or monarch from a specific time period and read example(s) of the person's work (e.g., a play, a journal, a proclamation, etc.). Students then write a report assessing the following: the main idea; ways in which the excerpts reflect the time period; the intended audience; style and diction.

Sample Summative-Evaluation Strategies

- Provide students with paintings and illustrations of daily life and personalities during this period, and have them write a paragraph describing what the examples reveal about attitudes towards childhood or male and female roles.
- Provide students with data on economic changes in a country during this period (e.g., data on trade, number of factories, domestic industry, productivity) and have them (i) develop graphs to display the data and (ii) describe cause-and-effect relationships in the data.

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Twentieth-Century World History

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Rationale

“Twentieth-Century World History” provides a basis for students to understand the changes and upheavals that have characterized life in this century and to deal with issues of primary concern as we approach the twenty-first century. Our world is examined in terms of the concept of a “global village” characterized by interrelationships, interdependence, conflict, co-operation, and rapid change. From early in the century, the Western nations have been among the world’s wealthiest, most powerful, and most technologically advanced. Their empires, trade, and influence have reached around the globe, promoting Western values within other countries’ cultures. By mid-century, the world had experienced major upheavals: global wars, a worldwide depression, struggles for independence in Asia, Africa, and the Middle East, an increase in the number of nation states, and the development of the totalitarian state.

The program highlights the major defining features of our contemporary world, among them the rapidity of technological advance, the growth of demands for a more equitable sharing of world resources and for more equitable human relationships, the development of the North-South dialogue, the heightened competition among economic and political ideologies, the struggle to eradicate racism and sexism, and the threat of nuclear war.

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Aims

- Courses planned shall assist and encourage students to:
- understand the national aspirations and societal goals of nations in Africa, Asia, Europe, Latin America, and the Middle East in the twentieth century;
 - understand the growing interdependence of world communities;
 - appreciate the diversity that exists in the global village;
 - understand the roots of current global issues;
 - become aware of the vital role that the individual and groups can play in meeting the challenge of global issues;
 - understand the events that have contributed to improvements in equal opportunities for all people;
 - appreciate the benefits of equal opportunities for people of all races, all cultures, and both sexes;
 - develop self-confidence and self-esteem;
 - improve their facility in using cognitive skills to process and communicate information in a variety of contexts.

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Special Considerations

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Course design

Units 1, 2, and 3 cover the world in conflict (1900–1945) and provide an introduction and background to the more contemporary world studied in units 4 and 5. Unit 4, “The Emergence of the Global Village (1945–Present)”, delineates nine interrelated themes that are to be developed in the specific area and country studies of unit 5. These are: the expression of national identity; lifestyles and cultural change; human rights and values; roles of male and female leaders and citizens; technology; the global economy; international co-operation; relationships of the superpowers; peace, war, and conflict.

Unit 5, which examines developments in specific areas and countries, will constitute the remainder of the course. To achieve balance, choice must be made from at least *two* of the following areas: Africa, Asia, Europe, Latin America and the Caribbean, the Middle and Near East. In courses at the basic and general levels, at least *one* country from each area chosen must be studied; in courses at the advanced level, *two* countries from each area chosen must be studied. The choice of countries should reflect the cultural heritage of students in the community served by the school. However, it is strongly recommended that Great Britain be selected from Europe, in order to continue a study of the British roots of Canadian history.

Possible organizational structures
for unit 5.

Two of the following areas and, within each area, two countries shall be chosen for inclusion in advanced-level courses and one country for inclusion in general- and basic-level courses. The countries selected are intended as examples only.

A. Africa

Zimbabwe

Nigeria

Some appropriate themes:

- the expression of national identity
- lifestyles and cultural change
- human rights and values
- roles of male and female leaders and citizens
- the global economy
- peace, war, and conflict

B. Asia

India

Japan

Some appropriate themes:

- the expression of national identity
- lifestyles and cultural change
- roles of male and female leaders and citizens
- technology
- the global economy
- international co-operation
- relationships of the superpowers

C. Europe

Germany

Great Britain

Some appropriate themes:

- lifestyles and cultural change
- human rights and values
- roles of male and female leaders and citizens
- technology
- the global economy
- international co-operation

D. Latin America and the Caribbean

Cuba

Argentina

Some appropriate themes:

- lifestyles and cultural change
- human rights and values
- roles of male and female leaders and citizens
- the global economy
- relationships of the superpowers

E. The Middle East

Israel

Iraq

Some appropriate themes:

- the expression of national identity
- lifestyles and cultural change
- roles of male and female leaders and citizens
- technology
- relationships of the superpowers
- peace, war, and conflict

Prerequisites – none

Credits – one
For further information, see section 5.5.2, “Modules”, in Part A of this guideline, *Policy and Program Considerations*.

Course Code – HWT

Basic Level

Overview

Basic-level courses should help students understand the daily events that have an impact on their lives. To promote an understanding of how the past has influenced the present, specific global topics between 1900 and 1945 are examined. The study of selected nations in the post-1945 period should give students an insight into both world developments and the concept of the world as a global village.

Units

		Time Allotment %
1.	The Beginning of the Century (1900–1919)	10–15
2.	Between the World Wars (1919–1939)	10–15
3.	World War II (1939–1945)	10–15
4.	The Emergence of the Global Village (1945–Present)	10–15
5.	Specific Studies in the Global Village (1945–Present)	40–60

- Teachers shall select at least *one* country from *two* of the following areas:
- a) Africa
 - b) Asia
 - c) Europe
 - d) Latin America and the Caribbean
 - e) the Middle East

The time remaining, if minimum times are used, must be allocated to extended studies of the above units, or to current events.

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to basic-level courses developed from “Twentieth-Century World History”.

Attitudes

- Students should develop:
- self-confidence and self-esteem;
 - awareness and appreciation of the human and material cost and the destructiveness of war;
 - tolerance of differences and respect for life;
 - appreciation of the principle of equal opportunities for all people;
 - acceptance of differences in societies and cultures;
 - willingness to gather information and carry out a task;
 - awareness of their own values and those of people in other contemporary societies;
 - sensitivity to human needs and social problems.

Knowledge

Students should develop an understanding of:

1. The Beginning of the Century (1900–1919)
 – new inventions and their effects on the lives of men and women, boys and girls;
 – new ways wars were fought.
2. Between the World Wars (1919–1939)
 – the ways in which a dictator gains power and the social, economic, and political conditions that allow an individual to do so;
 – the nature of life under Nazi rule in Germany.
3. World War II (1939–1945)
 – attitudes and policies that created the Holocaust and the sufferings of its victims;
 – new types of weapons;
 – the nature of life in a country at war.
4. The Emergence of the Global Village (1945–Present)
 – ways in which countries affect one another;
 – the meaning of the term “global village”;
 – similarities and differences between comparable aspects of the lives of women and men, girls and boys in Western industrialized democracies, Communist countries, and Third World countries.

5. Specific Studies in the Global Village (1945–Present)
 – the location and characteristics of the region chosen for study;
 – the nature of everyday life for men and women, boys and girls in the region chosen, and how this is changing;
 – issues or problems facing these people;
 – events that have contributed to the provision of equal opportunities for people of different racial and cultural backgrounds and of both sexes;
 – the importance of this region for people in Canada.

Sample Unit 4.
The Emergence of the Global Village (1945–Present),
basic level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for basic-level courses developed from this program are prescribed.*

Description

In this unit, students explore the ways in which the communications revolution has helped create the global village by giving immediacy to events and conditions in faraway places, with reference to: characteristics of distant cultures; problems of disease, conflict, and starvation; the struggle for human dignity and against racial, religious, and sexual discrimination; global co-operation; successes and failures in outer space.

Students compare the lifestyles of people in three types of societies before examining the following three topics developed from the program’s nine themes: lifestyles in the global village, conflict and co-operation, and technology. They acquire insight into the interdependence of the global community as they consider the daily world events reported in the mass media. This investigation should help students develop the skills they need to deal with the international issues that influence their lives.

Unit Objectives

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Cognitive Skills
Students should be able to:

	I	D	E
– summarize in their own words information about selected Third World leaders, with some teacher assistance	x		
– identify the main idea in visuals showing effects of various types of technology (e.g., domestic, industrial, space)	x		
– distinguish between relevant and non-relevant information about the role of multinational corporations, with some teacher assistance	x		
– determine whether information in news stories written by students in the role of “visiting reporters” is fact or opinion		x	
– make decisions about human-rights issues, with some teacher assistance	x		
– develop generalizations about multinationals	x		

I – Introduce
D – Develop
E – Extend

.....
Attitudes

Students should develop:

- the ability to accept differences in societies and cultures;
- willingness to gather information and work in groups;
- concern for the welfare of others.

.....
Knowledge

Students should develop an understanding of:

- similarities and differences in comparable aspects of the lives of people in Western industrialized democracies, Communist countries, and Third World countries;
- characteristics of the global village;
- the impact of technological change on their lives;
- the impact of multinational corporations on the world’s economy and politics;
- international co-operation and conflict, as illustrated in examples;
- the impact of political activism – e.g., the women’s movement, the peace movement – on world politics.

Topics

1. Lifestyles in the Global Village

- similarities and differences in comparable aspects of lifestyles in representative Western industrialized democracies, Communist countries, and Third World countries

2. The Growth of the Global Village

- the meaning of the term “global village”
- changes in communications and transportation since 1945
- examples of common products and changing lifestyles, especially changes in women’s and men’s work

3. The Global Economy

- the mechanics of international trade: specialization, exports, and imports
- the definition of a multinational corporation, as illustrated in examples
- currency and exchange rates

4. Conflict and Co-operation

- the meaning of co-operation, as illustrated in examples – e.g., the Red Cross, UN agencies
- the meaning of the term “cold war”, as illustrated in examples
- other types of conflict and rivalry between nations
- the arms race
- the peace movement

Sample Teaching and Formative-Evaluation Strategies

– Distribute a set of newspapers to the class and have each student collect and arrange several news articles on a display board under the appropriate headings, drawn from the unit’s nine themes:

- The Expression of National Identity
- Lifestyles and Cultural Change
- Human Rights and Values
- Roles of Male and Female Leaders and Citizens
- Technology
- The Global Economy
- International Co-operation
- Relationships of the Superpowers
- Peace, War, and Conflict

The students then identify the countries from which these articles are taken and label them on a world map.

– Develop a collage of logos of multinational corporations and have students identify orally the corporations and some of their products. After being given a brief description of one of the corporations, students locate the parent company and the branch plants on a map and develop several generalizations about multinationals.

– Provide readings about two leaders from the Third World and have students summarize the information and compare the leaders on the basis of a common set of criteria. Information could be organized as follows:

Leaders	Jomo Kenyatta	Julius Nyerere
Categories of comparison		
characteristics		
background		
aims		
changes produced		
leadership style		

– Have students imagine that they are reporters from a Third World or Communist country visiting Canada. Students write a news story for their local newspaper describing their positive and negative experiences in Canada, as well as any surprises they have encountered. Students exchange stories and assess whether their partner’s information is fact or opinion.

– Have students discuss a human-rights issue that concerns them and create a poster that will make Canadians aware of and get them involved in the issue.

– Distribute cartoons and pictures showing some harmful and some beneficial effects of technology. Have students identify the main ideas in the visuals and then write a paragraph to answer one of the following questions: “In what ways does technology harm our world?”; “In what ways does technology help our world?”

– Have students analyse an issue related to the global economy, the environment, the international women’s movement, or the arms race. The example that follows deals with the role of multinational corporations.

1.	Establish focus	– Should a multinational corporation be allowed to sell its products anywhere in the world, even if those products might have a negative effect on the way people live?
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2.	Organize information	– Students develop an issue-analysis/decision-making organizer.
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Response	Yes	No	Compromise
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Criteria

immediate effect
of product on
users

long-range effect
of product on
users

freedom of
choice of users

rights of
multinationals
to sell their
products

3.	Locate information	– Teacher provides case studies.
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4.	Evaluate information	– Students go through the processes described under Evaluate/ Assess in the list of major cognitive-skills objectives (see page 11).
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5.	Record information	– Students record information in organizer.
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6.	Synthesize and draw conclusion(s)	– Students weight the alternatives against the criteria and draw conclusions. If neither of the original alternatives is acceptable, a compromise should be developed that specifies the conditions under which the multinational corporation could sell its products.
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7.	Communicate conclusions	– The purposes of the inquiry dictate how the conclusions are to be communicated.
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Sample Summative-Evaluation Strategies

- Have students plan a one-week visit to a Third World country. Students develop a point-form itinerary showing the types of experiences they expect to have. The appropriateness and detail of the itineraries should be assessed.
- Provide students with an article dealing with a current event outside Canada and have students identify the main idea in the article and describe how the event might affect their own lives.

General Level

Overview

General-level courses should help students understand and develop the skills they need to deal with global events and issues that have an impact on their lives. To promote an understanding of how the past has influenced the present, the major historical events up to 1945 are examined. By exploring key themes of international scope and studying a variety of nations in depth, students gain insight into the meaning and impact of global interdependence.

Units

		Time Allotment
		%
1.	The Beginning of the Century (1900–1919)	10–15
2.	Between the World Wars (1919–1939)	10–15
3.	World War II (1939–1945)	10–15
4.	The Emergence of the Global Village (1945–Present)	10–15
5.	Specific Studies in the Global Village (1945–Present)	40–60

Teachers shall select at least *one* country from *two* of the following areas:

- a) Africa
- b) Asia
- c) Europe
- d) Latin America and the Caribbean
- e) the Middle East

The time remaining, if minimum times are used, must be allocated to extended studies of the above units, or to current events.

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to general-level courses developed from “Twentieth-Century World History”.

Attitudes

Students should develop:

- self-confidence and self-esteem;
- awareness and appreciation of the human and material cost and the destructiveness of war;
- confidence in processing and communicating their own information and ideas;
- sensitivity to the rights, opinions, and concerns of others;
- tolerance of differences and respect for life;
- appreciation of the principle of equal opportunities for all people;
- interest in significant issues affecting the world;
- willingness to examine objectively the lifestyles of specific countries;
- awareness of their own values and those of other societies in the twentieth century.

Knowledge

Students should develop an understanding of:

1. The Beginning of the Century (1900–1919)
 - the causes of World War I;
 - technological developments that altered domestic life;
 - technological developments that altered the nature of warfare;
 - significant social, economic, and political effects of World War I on the lives of individual men and women and the goals and prospects of countries.
2. Between the World Wars (1919–1939)
 - major economic developments between 1919 and 1939 and their impact;
 - changes in the nature of life in Germany and the Soviet Union during this period;
 - the roles played by selected individuals and groups in this period.

3. World War II (1939–1945)
 - the background to and the scope of the Holocaust;
 - technological developments that altered the nature of warfare;
 - the global nature and impact of World War II.
4. The Emergence of the Global Village (1945–Present)
 - the origins and characteristics of the global village;
 - similarities and differences between comparable aspects of the lifestyles of people in Western industrialized democracies, Communist countries, and Third World countries;
 - characteristics of the global village that affect students personally.
5. Specific Studies in the Global Village (1945–Present)
 - the historical development since 1945 of at least one country from each of the areas selected for specific study;
 - the impact of global developments on the countries selected;
 - events that have contributed to the provision of equal opportunities for people of different racial and cultural backgrounds and of both sexes;
 - the roles played in the global village by the countries selected.

Sample Unit 4.
The Emergence of the Global Village (1945–Present),
general level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for general-level courses developed from this program are prescribed.*

Description

In this unit, students explore the ways in which the communications revolution has helped create the global village by giving immediacy to events and conditions in faraway places, with reference to: characteristics of distant cultures; problems of disease, conflict, and starvation; the struggle for human dignity and against racial, religious, and sexual discrimination; global co-operation; successes and failures in outer space. Students develop insight into the interdependence of the global community as they consider the daily world events reported in the mass media.

Students compare the lifestyles of people in three types of societies before examining the following five topics developed from the unit’s nine themes: lifestyles in the global village, the global economy, conflict and co-operation, leaders and citizens, and technology. The investigation of such issues as the technological explosion and the threat of nuclear war should help students deal with the impact of these concerns on their daily lives.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– summarize in their own words information acquired from films and/or filmstrips, with minimal teacher assistance	x		
– select appropriate visual materials for a timeline on the development of technology in recent years	x		
– determine whether additional information is required for comparing life in a Western industrialized, Communist, and Third World country	x		
– evaluate student-written pamphlets for bias	x		
– make comparisons from the results of a questionnaire on nuclear weapons, with some teacher assistance	x		
– assess the usefulness of conclusions arrived at after playing a simulation game on “have” and “have not” nations		x	

- I – Introduce
D – Develop
E – Extend

Attitudes

Students should develop:

- awareness of the significant issues that have had an impact on their lives;
- appreciation of the role that individuals and groups can play in meeting the challenge of global issues;
- acceptance of differences in societies and cultures.

Knowledge

Students should develop an understanding of:

- the similarities and differences in comparable aspects of lifestyles in three countries with different economies;
- the characteristics of the global village;
- ways in which events in the global village affect their lives;
- the impact of post-1945 technological advances on their lives;
- the influence of the USA and the USSR in global politics and economics.

Topics

1. Lifestyles in the Global Village

- similarities and differences in comparable aspects of lifestyles in representative Western industrialized democracies, Communist countries, and Third World countries

2. The Global Economy

- characteristics of multinational corporations
- advantages and disadvantages of multinational corporations for (i) the world economy, (ii) individual nations, and (iii) individual men and women
- concerns of Third World countries about the world economy

3. Conflict and Co-operation

- the struggle to end colonialism and establish national identity
- co-operation in the global village: the United Nations and its agencies; the Commonwealth; nuclear arms control; the European Economic Community; the international women’s movement
- international conflict: two examples
- confrontations between the USA and the USSR: the Berlin crisis; the Vietnam war
- the struggle against racism and sexism

4. Leaders and Citizens

- prominent world leaders and their influence on historical developments
- basic human rights: guarantees, violations

5. Technology

- the influence of technology on the development of consumer goods
- changes in communication and transportation since the 1950s and the impact of these changes on our lives
- the impact of computers on the lives of men, women, and children

Sample Teaching and Formative-Evaluation Strategies

– Show films or filmstrips illustrating daily life in a Western industrialized, a Communist, and a Third World country, and provide students with an outline sheet with such headings as: food, housing, clothing, jobs, entertainment, freedom. Students summarize the data and fill in the information for each country as they view the film. Students then determine whether additional information is required for their comparison. Information could be organized as follows:

Nation		Western industrialized (Canada)	Communist (Cuba)	Third World (Egypt)
Categories of comparison				
freedom	political			
	personal			
housing				
clothing				
jobs				
entertainment				
food				

- Divide the class into groups, and have each group choose two multinational corporations for which to produce posters showing the location of the parent companies and branch plants and the products sold.
- Obtain or design a simulation game illustrating the concept of “have” and “have not” nations. For example, unequal numbers of game pieces representing resources are distributed to various groups, and tasks are assigned. The groups with fewer pieces will be unable to complete the task without assistance from those with surplus pieces. After the game, students assess the usefulness of their conclusions about “have” and “have not” nations.
- Have the students work in small groups to research an issue that involves peace and security. Students prepare a questionnaire on the issue. Teachers work with students on ways to develop questions, ways to approach people politely and question them effectively, and ways to compile data from a survey. Each student within the group interviews five people to obtain answers for the questionnaire. The group collates the data and organizes the information in chart form. Groups then compare and discuss their results.
- Discuss with the class a case of a recent violation of human rights in the global village and have students write a news story, with a headline, explaining the key ideas about the violation of human rights.
- Provide students with criteria for an effective visual presentation and have them work in groups to create an illustrated timeline showing developments in communication, transportation, and space exploration since 1950.
- Have students assume the role of a pamphlet author in a Third World, Communist, or Western industrialized country and prepare a pamphlet giving a short history of the country chosen. Students do research and select the information that best represents the image of the country as they would like to have it understood. Students then exchange pamphlets and identify any bias in their partners’ pamphlets.

Sample Summative-Evaluation Strategies

- Have students write an editorial that takes a position on one of the major themes in this unit. The ability to state a thesis and support it with arguments clearly explaining the validity of the thesis should be assessed.
- Have students prepare a poster showing the impact of technological advances on their lives. The appropriateness of the visual medium to the “message” should be assessed.

Advanced Level

Overview

Advanced-level courses should focus on historical developments in the context of our changing world in order to help students understand and adapt to life in the global village. A study of two areas, selected from Africa, Asia, Europe, Latin America and the Caribbean, or the Middle East, will enable students to develop a world view and appreciate the nature and challenges of membership in an increasingly interdependent international community.

Units

		Time Allotment %
1.	The Beginning of the Century (1900–1919)	10–15
2.	Between the World Wars (1919–1939)	10–15
3.	World War II (1939–1945)	10–15
4.	The Emergence of the Global Village (1945–Present)	10–15
5.	Specific Studies in the Global Village (1945–Present)	40–60

Teachers shall select at least *two* countries from *two* of the following areas:

- a) Africa
- b) Asia
- c) Europe
- d) Latin America and the Caribbean
- e) the Middle East

The time remaining, if minimum times are used, must be allocated to extended studies of the above units, or to current events.

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to advanced-level courses developed from “Twentieth-Century World History”.

Attitudes

Students should develop:

- self-confidence and self-esteem;
- awareness and appreciation of the human and material cost and the destructiveness of war;
- sensitivity to the rights, opinions, and concerns of others;
- awareness of their own values and those of other societies and civilizations in the twentieth century;
- confidence in processing and communicating their own information and ideas;
- interest in the significant issues affecting the global community;
- tolerance of differences and respect for life;
- appreciation of the principle of equal opportunities for all people.

Knowledge

Students should develop an understanding of:

1. The Beginning of the Century (1900–1919)
 - the meaning and application of the concepts of imperialism, balance of power, democracy, arms race;
 - the impact of technology on the conduct of war and peace;
 - the shifts in political, social, and economic power that resulted from World War I.
2. Between the World Wars (1919–1939)
 - the meaning of the concepts of nationalism, feminism, socialism, fascism, communism, and totalitarianism;
 - the applicability of the above concepts to selected parts of Europe and Asia between 1919 and 1939;
 - the nature of everyday life for men, women, and children living in the selected parts of Europe and Asia between 1919 and 1939.
3. World War II (1939–1945)
 - the background to and scope of the Holocaust;
 - the effect of significant technological developments on warfare;
 - the shifts in systems of alliances between 1939 and 1945;
 - the global nature and impact of World War II;
 - the co-operation of the Allies to defeat the Axis.

4. The Emergence of the Global Village (1945–Present)
 - the impact of the growth of superpowers on international conflict since 1945;
 - shifts in systems of alliances between 1945 and the present;
 - the role of world leaders in postwar international relations and events;
 - the struggle to end colonialism;
 - the impact of technological developments on both the conduct of war and the lifestyle of the average citizen;
 - competition among capitalist, socialist, communist, mixed, and theocratic views of the world;
 - the interdependence of the global economy;
 - international co-operation as demonstrated by such organizations and agreements as the United Nations, the EEC, the SALT treaties, the Helsinki Accord;
 - the relationship between human rights and values in the post-1945 world.
5. Specific Studies in the Global Village (1945–Present)
 - the historical background of the nations selected for specific study;
 - the major political, economic, and social problems faced by the people of the selected nations since 1945;
 - the role these nations play in the global village;
 - the impact of the global economy on the people of these nations;
 - the influence of technology on post-1945 developments in these nations;
 - events that have contributed to the provision of equal opportunities for people of different racial and cultural backgrounds and of both sexes.

Sample Unit 4.
The Emergence of the Global Village (1945–Present),
advanced level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for advanced-level courses developed from this program are prescribed.*

Description

In this unit, students explore the way in which the communications revolution has helped create the global village by giving immediacy to international events and conditions, with reference to: characteristics of distant cultures; problems of disease, conflict, and starvation; the struggle for human dignity and against racial, religious, and sexual discrimination; global co-operation; successes and failures in outer space.

Students compare the values and lifestyles of people in three types of societies, before examining the following five topics developed from the unit’s nine themes: lifestyles in the global village, the global economy, conflict and co-operation, leaders and citizens, technology. This investigation should provide students with a context within which to view and understand the ideas and images of the world community.

Unit Objectives

Cognitive Skills
Students should be able to:

	I	D	E
– select appropriate quotations, charts, tables, and cartoons for a comparison organizer on the lives of people in different types of countries		x	
– identify the main and supporting ideas for an issue-analysis/decision-making organizer dealing with feeding the world’s hungry		x	
– determine the fact/opinion bias of media information on the themes of the course		x	
– determine the logical consistency, accuracy, and underlying assumptions of information about “typical” citizens in different countries		x	
– determine the practical, abstract, and academic uses of conclusions about feeding the world’s hungry	x		
– adapt a general rule about world trade to other situations and/or countries	x		

- I – Introduce
D – Develop
E – Extend

Attitudes

Students should develop:

- appreciation of the growing interdependence and complexity of the world community;
- interest in the significant issues affecting the global community;
- awareness that individual men and women and groups can play a vital role in meeting the challenges of the twenty-first century;
- acceptance of differences in societies and cultures.

Knowledge

Students should develop an understanding of:

- effects of the struggle for independence on former colonial societies;
- similarities and differences in comparable aspects of life for male and female citizens in three different types of society;
- nine common themes of life in the global village;
- the interdependencies of the global economy;
- the impact of technological developments on the conduct of war;
- the impact of the emergence of superpowers on international conflict since 1945;
- the role of world leaders in postwar international relations and events;
- the impact of technological developments on the lifestyles of people in the global village;
- the relationship between human rights and values in the post-1945 world.

Topics

1. Lifestyles in the Global Village

- similarities and differences in comparable aspects of life in representative Western industrialized democracies, Communist countries, and Third World countries
- nine themes relating to life in the global village: the expression of national identity; lifestyles and cultural change; human rights and values; roles of male and female leaders and citizens; technology; the global economy; international co-operation; relationships of the superpowers; peace, war, and conflict
- the meaning of the term/concept “global village”

2. The Global Economy

- the interrelationship of international trade and investment
- the roles of such international institutions as the World Bank and the International Monetary Fund
- the problem of unequal distribution of both resources and industrial power

3. Conflict and Co-operation

- the struggle to end colonialism and establish national identity
- the roles of structures that promote international political, economic, social, and cultural co-operation
- population and environmental issues
- positive uses of nuclear power in the global village
- terrorism in the late twentieth century
- the impact of the superpowers on international conflict since 1945
- the effect of the arms race on global warfare and on the future of the global village
- the struggle against racism
- the international women’s movement
- the quest for peace and security

4. Leaders and Citizens

- leaders as symbols of their nations
- ways in which leaders shape the course of events
- basic human rights
- the effects and implications of guaranteeing human rights through international organizations

5. Technology

- the impact of improvements in transportation, computers, and communication on the global village
- the impact of medical advances on the global community
- the impact of the space race on education, medicine, meteorology, communication, consumer goods, robotics, international tensions

How are the lives of people today in a Western industrialized country, a Communist country, and a Third World country the same and different?

Sample Teaching and Formative-Evaluation Strategies

– Have students research the life of a “typical” citizen in each of a Communist, Western industrialized, and Third World country, using media sources and guest speakers where possible. Students are asked to evaluate carefully the logic, accuracy, and underlying assumptions in the data and then to organize their information under such headings as: daily life, freedom, education, careers. Students assemble this information in an organizer similar to the one that follows. Students do not necessarily deal with all of the categories of comparison listed, as they will be developing their own organizers. The categories of comparison and the countries compared will vary depending on the sources of information available and on the interests of students. Headings should be subdivided into male and female where appropriate. Information should examine the viewpoint of men and women and should include quotations, charts, tables, and cartoons, where possible. Students summarize their information, draw conclusions from it, and communicate the results of their inquiry.

Countries

Categories of comparison

freedoms	political rights
	mobility rights
	personal rights
careers	types of jobs
	rates of pay
	opportunities for advancement
	barriers to advancement
education	opportunities
	types
	levels
daily life	housing
	food
	clothing
	leisure activities
	access to technology
	gender roles

- Have students select a country in which human rights have been violated. In a written or oral presentation, students (i) outline conditions in that country, (ii) explain how the world has reacted to the situation, and (iii) detail attempts to ensure that human rights are returned.
- Divide the class into three groups and have each group prepare a time capsule of ten items that reflect the technology of a different time: Group 1, the year 1950; Group 2, the present; Group 3, the year 2050. Each group explains to the class why the items were selected.
- Have students survey newspapers, periodicals, and TV news programs over a period of one or two weeks to analyse media coverage of the nine themes: the expression of national identity; lifestyles and cultural change; human rights and values; roles of male and female leaders and citizens; technology; the global economy; international co-operation; relationships of the superpowers; peace, war, and conflict. Students (i) make bar graphs showing the various amounts of coverage in the different media; (ii) write a paragraph analysing the meaning of the graphs; (iii) hypothesize why coverage varies according to the type of medium; and (iv) evaluate the sources of information for fact and opinion and for the presence of bias.
- Have students select five countries and find out the top five trading partners of each. Students list the products and volume/dollars of trade, map and/or graph the information, and analyse it in a paragraph. Students then develop a general rule about international trade from their research and adapt it to other countries.

– Have students analyse an issue related to an aspect of the international economy – e.g., trade, energy production, food supply, or population. The step-by-step example that follows deals with the world’s food supply.

1.	Establish focus	– What should be done to help feed the world’s hungry?		
2.	Organize information	Action	continue to help on informal basis	create world food bank
Criteria				
effects on Third World		population		
		individuals		
		governments		
		food producers		
		industries		
effects on Western world		costs		
		farmers		
		investment in food production		
		investment in food distribution		
effects on individuals in West		jobs		
		interests		
		lifestyle		

emphasize "green movement"	increase technology for food production	move people from poorly producing areas	discontinue practices that use land for non-food purposes
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3.

Locate information

– Students read articles, books, and media reports on food production and distribution.
4.

Evaluate information

– Students go through the processes described under Evaluate/Assess in the list of major cognitive-skills objectives (page 11).
5.

Record information

– Students identify main and supporting information and record information in appropriate parts of the organizer.
6.

Synthesize and draw conclusion(s)

– Students weigh the alternatives against the criteria and develop generalizations.
7.

Apply conclusions

– Students suggest practical, abstract, and academic uses of their conclusions.
8.

Communicate conclusion(s)

– Students communicate the results of the inquiry in oral or written form.

– Use a symposium format to examine many issues relating to this unit, especially those dealing with conflict and co-operation. Teachers would have to arrange for a half to a full day to be allocated for this purpose and develop a variety of activities for the symposium.

Sample Summative-Evaluation Strategies

- Have students examine an example of a violation of human rights and then consider other similar situations. Students adapt the general rules they have developed to fit different situations.
- Describe to the class a “great man” theory of history and have students select one post-1945 world leader and match his or her characteristics to those in the theory to determine whether the leader was or is “great”. Students critically examine the validity of the “great man” theory. For example, are the “great man” characteristics desirable? Who in society decides what are the qualities of greatness? Who is excluded from greatness? Students then contrast the “great man” theory with an economic-determinist and/or a multiple-causation theory and evaluate the validity of each theory.

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American History

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Rationale

“American History” provides a basis for students to deepen their understanding of the world power with which Canada shares the North American continent. Canada’s long common border with its nearest neighbour has provided Canadians with a unique vantage point from which to view the expansion in territory, wealth, and influence that has made the United States one of the leading nations of the twentieth century.

The major issues and trends that shaped the nation’s development are considered, among them the emergence of constitutional democracy, the growth of the presidency, the rise of individualism, the evolving pattern of race relations, the burgeoning of American popular culture, the evolution of the American industrial complex, the American women’s movement, the impact of technological change, American territorial expansion, and the emergence of the United States as a superpower in the postwar world.

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Aims

- Courses planned shall assist and encourage students to:
- become aware of the importance of selected people, events, and issues in American history, particularly in the twentieth century;
 - understand the factors that have determined the relationship of the United States to other members of the world community;
 - understand and appreciate the institutional and cultural aspects of a society different from their own;
 - understand the ways in which contemporary American thought has been influenced by the past;
 - develop self-confidence and self-esteem;
 - improve their facility in using cognitive skills to process and communicate information in a variety of contexts.



Special Considerations



Course design

The units in this course are divided into two general chronological sections. The first includes units 1 to 5, the second, units 6 to 9. At the advanced level, all nine units must be included. At the general level, at least seven of the nine units must be included. At the basic level, at least five of the nine units must be included.

Prerequisites	– none
Credits	– one
	For further information, see section 5.5.2, “Modules”, in Part A of this guideline, <i>Policy and Program Considerations</i> .
Course Code	– HUS



Basic Level



Overview

Basic-level courses should make students aware of the variety of lifestyles that emerged as the United States changed and grew. A focus on locating, organizing, and communicating information about such features of American life as change and compromise should encourage the development of cognitive skills.

Units

A minimum of five units shall be selected. No single unit should constitute more than 20 per cent of the total time allotted to the section it is in.

Section A	Minimum Time Allotment %
1. Life in Colonial America	
2. Rebels and Redcoats	
3. Power and the People	40
4. The Civil War: Families Divided	
5. Farmers, Factories, and Workers	
Section B	
6. The United States Grows Larger	
7. Good Times and Bad	
8. The United States Becomes a Superpower	40
9. Life in Modern America	

The remaining 20 per cent of the course must consist of units from either section; however, greater emphasis should be given to topics from the twentieth century.

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to basic-level courses developed from “American History”.

Attitudes

- Students should develop:
- self-confidence and self-esteem;
 - appreciation of the need for balance between freedom and responsibility in a democratic society;
 - sensitivity to human needs and social problems;
 - understanding and acceptance of differences in race and culture;
 - awareness of the impact of personal actions on the well-being of others;
 - appreciation of the need for systematic planning in problem solving.

Knowledge

Students should develop an understanding of:

1. Life in Colonial America
 - the reasons for emigration and colonization;
 - the lifestyles of men, women, and children in such colonial societies as Virginia, Massachusetts, and Maryland;
 - relations of colonists with Native Americans.
2. Rebels and Redcoats
 - the reasons for the colonists’ revolt against the imperial government;
 - the basic structure of the American government as established by the Constitution of 1789.
3. Power and the People
 - the impact of such early inventions as the cotton gin, the typewriter, and the steamboat on social and economic life;
 - the nature of everyday life on the American frontier for Native people, settlers, and explorers.
4. The Civil War: Families Divided
 - the nature of anti-slavery agitation in the North;
 - the nature of slavery in the South;
 - significant events leading to the war;
 - significant events during the war;
 - effects of the war on slavery;
 - effects of the war on Northern and Southern men and women;
 - steps taken to rebuild the South after the war;
 - social outcomes of the war (e.g., the development of nursing).

5. Farmers, Factories, and Workers
 - the social structure of late-nineteenth-century America;
 - the role of improvements in technology and business methods in the United States’ development into an industrial giant;
 - the sources of farmer, female, and worker discontent;
 - the experiences of immigrants.
6. The United States Grows Larger
 - migration into and settlement of the American West;
 - cowboys and cattle kingdoms;
 - the effects of expansion on the Native tribes and cultures.
7. Good Times and Bad
 - the nature of life in the “Roaring Twenties” and the “Dirty Thirties”;
 - changes made by Franklin D. Roosevelt in how American society was governed.
8. The United States Becomes a Superpower
 - the reasons for the United States’ entry into the two world wars;
 - the position of the United States in the world after World War II.
9. Life in Modern America
 - the struggle of Black Americans for civil rights;
 - the effects, both in the USA and abroad, of American involvement in Vietnam;
 - the influence of American mass culture (music, movies, TV) on the world.

Sample Unit 4.
The Civil War: Families Divided,
basic level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for basic-level courses developed from this program are prescribed.*

Description

In this unit, students explore the powerful issue of slavery and the divisions it created in families and regions during the long, bitter, and bloody Civil War. Significant social and economic changes brought by the war are also examined.

Unit Objectives

Cognitive Skills

Students should be able to:

I D E

- use a comparison organizer to examine the North and the South prior to the Civil War
- use a simple timeline to organize major events during the Civil War
- make predictions about which side various people would support during the Civil War
- discuss and make decisions about how the victor should treat the vanquished, with some teacher assistance
- develop visual materials that would encourage enlistment in the army or support for the war effort by women
- write a letter describing a battle or home life during the war, from a particular point of view (e.g., that of a Southern or Northern soldier or his wife, a female slave, a nurse)

I – Introduce
D – Develop
E – Extend

Attitudes

Students should develop:

- appreciation of the need for social improvement;
- understanding and acceptance of differences in race and culture;
- awareness of the realities of war and the value of peace.

Knowledge

Students should develop an understanding of:

- the nature of anti-slavery agitation in the North;
- the nature of slavery in the South;
- significant events leading to the war;
- significant events during the war;
- effects of the war on slavery;
- effects of the war on Northern and Southern men and women;
- steps taken to rebuild the South after the war;
- social outcomes of the war (e.g., the development of nursing).

Topics

1. The Dissolution of the Nation

- the reasons why the North and the South disagreed over slavery
- the reasons why the South believed it could secede

2. The Course of the War

- the successes and failures of the North and the South
- the reasons for the victory of the North

3. Reassembling the Nation

- the abolition of slavery
- the effect of freeing the slaves
- the treatment of the South by the North after the war
- the social and economic outcomes of the war

Sample Teaching and Formative-Evaluation Strategies

– Have students compare the North and South prior to the Civil War. Information could be organized as follows:

Areas of country	South	North
Categories of comparison		
views on slavery		
population		
farming		
manufacturing		
gender relations		

- Provide students with brief descriptions of “typical people” of the period and have them decide which side, if any, each person would support and/or fight for, and why.
- Provide students with a blank map and ask them to fill in the Confederate states, the Union states, and the border states. As the unit progresses, students add the major battle sites and develop a simple timeline of events.
- Have students draw a poster urging young men to enlist in the army or women to support the war effort from a Union or Confederate point of view.

- Have students role play a debate between male and female abolitionists on the following topic: “Women, like slaves, are entitled to equal rights.”
- Have students write a letter home as if they were a soldier (Confederate or Union) after a major battle, or have them write to a soldier describing life at home (in the North or the South) during the war.
- Provide a list of choices facing the North with regard to how to treat the defeated South and have students discuss the advantages and disadvantages of the choices for both sides. Students also discuss in general terms how the victor *should* treat the vanquished and why.

Sample Summative-Evaluation Strategies

- Read to the class selections describing the attitude of some Americans towards slavery. The views of such individuals as John Brown, Mary Ann Shadd Carey, Lydia Maria Child, Harriet Beecher Stowe, Dorothea Dix, Lucretia Mott, Abraham Lincoln, Sojourner Truth, Stephen Douglas, Harriet Tubman, Catharine Beecher, Ann Elizabeth Dickinson, the Grimké sisters, and Frances Wright could be included. Students take notes, then organize their information using a comparison organizer.
- Provide students with data and have them construct a table, graph, or chart showing the military capability of both sides in the Civil War.

General Level

Overview

General-level courses should familiarize students with the key people whose decisions helped shape the development of American history. The focus is on identifying similarities between the pressures that affected decision makers in the past and those that influence decision makers today.

Units

A minimum of seven units shall be selected. No single unit should constitute more than 15 per cent of the total time allotted to the section it is in.

Section A		Minimum Time Allotment %
1.	The Colonial Experience	
2.	The Birth of a Nation	
3.	The Rise of the Common Person	40
4.	The Civil War and Reconstruction	
5.	Business and Labour	
Section B		
6.	Territorial Expansion	
7.	Economic Ups and Downs	40
8.	Isolation to Détente	
9.	In Pursuit of a New Social Order	

The remaining 20 per cent of the course must consist of units from either section; however, greater emphasis should be given to topics from the twentieth century.

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to general-level courses developed from “American History”

Attitudes

- Students should develop:
- self-confidence and self-esteem;
 - appreciation of differing personal opinions within the classroom;
 - appreciation of the need for balance between freedom and responsibility in a democratic society;
 - understanding and acceptance of differences in race and culture;
 - appreciation of the need for systematic planning in problem solving;
 - appreciation of the need for social improvement.

Knowledge

Students should develop an understanding of:

1. The Colonial Experience
 - the reasons for emigration and colonization by different groups;
 - the nature of everyday life in colonial America;
 - relations of colonists with Native Americans;
 - the purpose and effects of mercantilism;
 - the British struggle for power in North America.
2. The Birth of a Nation
 - the key steps on the road to revolution;
 - the reasons why Britain lost the Revolutionary War;
 - the basic structure of the American government, as established by the Constitution of 1789.
3. The Rise of the Common Person
 - the impact of such early inventions as the steamboat, typewriter, and cotton gin on social and economic life;
 - Manifest Destiny and the expansion of American territory;
 - the nature of everyday life on the American frontier;
 - the effects of expansion on the Native tribes and cultures;
 - the impact of such key leaders as: Washington, Hamilton, Jefferson, Jackson.
4. The Civil War and Reconstruction
 - views of slavery in the North and the South;
 - significant events leading to the war;
 - significant events during the war;
 - the importance of Abraham Lincoln;
 - the Reconstruction of the South after the war.

5. Business and Labour
 - the emergence of industrial giants;
 - changing technology;
 - working conditions and labour discontent;
 - conditions in farming and the rise of populism.
6. Territorial Expansion
 - the conquest of the Great Plains;
 - cowboys and cattle kingdoms;
 - the effects of expansion on Native people.
7. Economic Ups and Downs
 - the expansion of American wealth;
 - the nature of life during the “Roaring Twenties” and the “Dirty Thirties”;
 - Franklin Roosevelt and the expansion of government.
8. Isolation to Détente
 - reasons for the United States’ entry into two world wars;
 - the United States as a nuclear power.
9. In Pursuit of a New Social Order
 - the struggles of Black and Hispanic Americans for equal opportunity;
 - the struggle of American women for equal rights;
 - the influence of American mass culture on the world;
 - the significance of such key concepts and/or features of this period as civil rights, the draft, urbanization, pop culture, feminism;
 - the effects of American involvement in Vietnam.

Sample Unit 4.
The Civil War and Reconstruction,
general level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for general-level courses developed from this program are prescribed.*

Description

In this unit, students explore the pressures in American society before, during, and after the Civil War. The right of a state to secede from the nation as a fundamental source of disagreement and the powerful issue of slavery as the major emotional cause of the conflict are examined. The dramatic political, economic, and social changes this long, bitter, and bloody war brought to the nation are also highlighted.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– develop a comparison organizer to examine the North and the South prior to the Civil War			x
– develop an issue-analysis/decision-making organizer to examine the arguments for and against impeaching Andrew Johnson			x
– make generalizations about the impact of patriotic music during wartime		x	
– make predictions about the inevitability of the war from conclusions about the nature of each side		x	
– speak persuasively about whether the South should or should not have been allowed to go its own way		x	
– write a description of Lincoln’s assassination, from a particular point of view			x

- I – Introduce
- D – Develop
- E – Extend

Attitudes

Students should develop:

- appreciation of the need for social improvement;
- understanding and acceptance of differences in race and culture;
- awareness of the realities of war and the value of peace.

Knowledge

Students should develop an understanding of:

- views of slavery in the North and the South;
- significant events leading to the war;
- significant events during the war;
- the importance of Abraham Lincoln;
- the Reconstruction of the South after the war.

Topics

1. The Dissolution of the Nation

- the key people who best represented the two sides and these people’s positions on slavery and other issues
- reasons for the change from peaceful to violent disagreement in the relationship between North and South

2. The Course of the War

- the successes and failures of each side in the war
- the role of major personalities in the development of the war
- reasons for the victory of the North

3. Reassembling the Nation

- the major problems that remained unresolved at the conclusion of the war
- the Reconstruction plans that were designed to resolve these problems
- the reasons why the plans for Reconstruction failed to resolve all problems
- social and economic outcomes of the war

Sample Teaching and Formative-Evaluation Strategies

- Provide students with the words (and, if possible, the music) to some famous songs associated with the Civil War – e.g., “The Battle Hymn of the Republic”, “Dixie”, “Bonnie Blue Flag”, “The Battle Cry of Freedom”. Students discuss the meaning of each song and the way it might have affected people during the Civil War.
- Have students compare the North and the South prior to the Civil War to show similarities and/or differences. A chart such as the following could be used:

Areas of country		South	North
Categories of comparison			
political system	view of slavery		
	parties		
	leaders		
economic system	people without political rights		
	labour force		
	products produced		
	farming		
social system	manufacturing		
	family structure		
	male and female roles		
	education		

Students then explain how the differences made the Civil War inevitable.

- Have students stage the final day of the impeachment trial of Andrew Johnson, providing the concluding arguments for the prosecution and the defence. The class as a whole develops an issue-analysis/decision-making chart to organize the ideas that are presented at the trial. Students then use the chart to decide whether to impeach Johnson.
- Have the class debate the following proposition: “The South should have been left to go its own way.” Students discuss the issue in small groups first. Each group then selects a representative to take part in the debate.
- Have students write a news article describing the assassination of Lincoln, from the point of view of a reporter from the North or the South.

Sample Summative-Evaluation Strategies

- Have students develop a comparison organizer for examining two of the major battles of the Civil War (e.g., Gettysburg, Appomattox, Manassas, Vicksburg). Categories of comparison should include leadership, tactics, and outcomes.
- Have students read some speeches given by Abraham Lincoln, then use his words and ideas to role play a war-cabinet meeting, or Lincoln speaking to the troops before a major battle.

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Advanced Level

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Overview

Advanced-level courses should assist students to understand in conceptual terms the major influences that have shaped the American identity. The focus is on helping students learn to develop, articulate, and defend a point of view on particular topics or issues.

.....
Units

All nine units must be covered. No single unit should constitute more than 15 per cent of the total time allotted to the section it is in.

Section A		Minimum Time Allotment %
1.	The Colonial Experiment in the New World	
2.	Revolutionary America: Nationalism Triumphant	
3.	Democratizing American Society	45
4.	Sectional Crisis and the Aftermath	
5.	Industrialization, Protest, and Reform	
Section B		
6.	Western Expansion and Imperialism	
7.	Economic Development on the Domestic Front	55
8.	The United States Becomes a Superpower	
9.	Pursuing the American Dream	

.....
Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to advanced-level courses developed from “American History”.

Attitudes

- Students should develop:
- self-confidence and self-esteem;
 - awareness of the repercussions of resorting to violence as a method for redressing grievances;
 - appreciation of the need for balance between freedom and responsibility in a democratic society;
 - understanding and acceptance of differences in race and culture;
 - awareness of the impact of personal actions on others;
 - appreciation of the value of co-operation and communication;
 - awareness of the consequences of government involvement in the socio-economic operations of a society.

Knowledge

Students should develop an understanding of:

1.

The Colonial Experiment in the New World

– causes of emigration from Europe;

– the political and social structure of some colonial settlements;

– the impact on the colonial lifestyle of such factors as the frontier, climate, and distance.
2.

Revolutionary America: Nationalism Triumphant

– the theory of Mercantilism;

– the effects of Mercantilism on the colonies;

– key changes in imperial control after the Seven Years’ War;

– the effects of these changes on the colonies;

– the roles played by some colonial leaders;

– the reasons why Britain lost the Revolutionary War;

– the development and terms of the American Constitution of 1789.
3.

Democratizing American Society

– the significance of the Bill of Rights;

– Hamilton versus Jefferson;

– the significance of: Jacksonian democracy, westward expansion, Manifest Destiny, the Monroe Doctrine.
4.

Sectional Crisis and the Aftermath

– economic conditions in the North, South, and West;

– the roles of significant leaders from the North, South, and West;

– slavery as an economic and social institution;

– abolitionism and industrialism;

– the relationship between the abolitionist movement and the women’s movement;

– significant events and policies leading to the war;

– Reconstruction policies and their shortcomings that led to future problems.
5.

Industrialization, Protest, and Reform

– the significance of such key concepts and/or features of this period as: capitalism, industrialization, protectionism, suffrage, social Darwinism, immigration, urbanization, feminism, corruption, agrarian and labour protest, liberal democratic reform;

– the historical significance of such major personalities as: Carnegie, Rockefeller, Morgan;

– the rise of industrial and agrarian reform ideas and organizations.
6.

Western Expansion and Imperialism

– the conquest of the Great Plains;

– the effects of that conquest on Native people;

– cattle, railroads, and life on the last frontier.
7.

Economic Development on the Domestic Front

– the significance of the “progressive era”;

– the role of Theodore Roosevelt;

– the nature of life in the United States in the 1920s and the 1930s;

– Franklin Roosevelt and the New Deal.
8.

The United States Becomes a Superpower

– the Spanish-American War and increasing American influence in Latin America;

– the “open-door” policy and the Far East;

– key events leading to American involvement in the two world wars;

– the arms race with the USSR;

– American involvement in Vietnam and its effects.
9.

Pursuing the American Dream

– the politics of civil rights;

– the influence of American mass culture on the world;

– the space program;

– the meaning of the idea of “America” to Americans, Canadians, and other nations.

Sample Unit 4.
Sectional Crisis and the Aftermath,
advanced level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for advanced-level courses developed from this program are prescribed.*

Description

In this unit, students explore the pressures in American society before, during, and after the Civil War. The war’s causes (the issue of slavery and other basic differences between North and South) and its effects (in particular the problems associated with the Reconstruction period) are examined. The dramatic political, economic, and social changes this long, bitter, and bloody war brought to the nation are also highlighted.

Unit Objectives

Cognitive Skills
Students should be able to:

	I	D	E
– develop a comparison organizer to examine Civil War leaders			x
– extend the complexity of a comparison organizer about the North and South by using suborganizers within the organizer chart for some of the categories	x		
– adapt a general rule about the reliability of trends and attitudes to different cases	x		
– make predictions about the inevitability of the war from conclusions about the nature of each side			x
– develop logical arguments in position papers and debates dealing with the right of nations to secede			x
– write to explain why sources are or are not accurate and what they reveal about slavery		x	

- I – Introduce
D – Develop
E – Extend

.....
Attitudes

Students should develop:

- understanding and acceptance of differences in race and culture;
- sensitivity to human needs and social problems;
- awareness of the realities of war and the value of peace.

.....
Knowledge

Students should develop an understanding of:

- economic conditions in the North, South, and West;
- roles of significant leaders from the North, South, and West;
- slavery as an economic and social institution;
- abolitionism and industrialism;
- the relationship between the abolitionist movement and the women’s movement;
- significant events and policies leading to the war;
- Reconstruction policies and their shortcomings that led to future problems.

.....
Topics

1. The Dissolution of the Nation

- the fundamental causes of the breakdown in the relationship between North and South
- the most significant factor contributing to the outbreak of war

2. The Course of the War

- the strengths and weaknesses in the military capacities of North and South
- the key factor in determining the outcome of the war

3. Reassembling the Nation

- the major goals of Reconstruction
- the major flaws in the Reconstruction plans
- ways in which these pitfalls could have been avoided
- social and economic consequences of Reconstruction

Sample Teaching and Formative-Evaluation Strategies

- Provide students with primary sources expressing conflicting views on slavery and have students analyse the sources by (i) examining the content, (ii) comparing the content, (iii) evaluating the reliability of the sources, and (iv) drawing conclusions about, first, the accuracy of the accounts, and second, the nature of slavery.
- Have students compare the North and the South prior to the Civil War, noting similarities and differences. Information could be organized as follows:

Areas of country

Categories of comparison

population		
territory		
social structure	classes of non-slaves	
	relationship between classes of non-slaves	
	view of slavery	
	sex roles	
	family structure	
	education	
economic system	goods	agricultural
		manufactured
	labour	workers
		working conditions
	transportation	land
		water
	trade	national
		international
political system	rights	
	parties	
	leadership	
	legislative bodies	
beliefs	things valued	
	religion	

After completing the comparison, students attempt to show whether the differences made war inevitable or how the similarities might have made compromises possible.

North

- Have students prepare position papers either defending or opposing the right of states to secede from the Union. Working in pairs, students then conduct mini, two-person debates on their issue. A formal debate or a general class discussion could follow.
- Have students analyse the results of the 1860 election to determine how voting patterns and the exclusion of people from the franchise (e.g., women and slaves) reflected social and political trends and attitudes. Students then develop a general rule about the reliability of such trends and attitudes as predictors of future events and adapt that rule to other elections.

– Have students compare two important Civil War leaders (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson) using criteria similar to those in the chart that follows:

People	Jefferson Davis	Abraham Lincoln
Categories of comparison		
personal characteristics		
stand on slavery		
prewar issues		
	states' rights	
leadership ability		
	in peace	
	in war	
aims		
	for war	
	after war	
impact on war effort		

Sample Summative-Evaluation Strategies

- Provide students with sources of data on the military capabilities and potential of both sides in the Civil War. Students locate the information and organize it in a comparison organizer, then use the conclusions they draw from this comparison to explain why the war lasted as long as it did.
- Have students create and act out a docudrama of a secret meeting between Abraham Lincoln and Jefferson Davis in 1863 depicting the types of negotiations and the settlement that might have taken place at that time.

Contemporary Studies

Law

Politics

Economics

World Religions

Society:
Challenge and
Change

Native
Studies

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Law

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Rationale

“Law” provides a basis for students to develop an understanding of the law as a dynamic entity that, in a democracy, is shaped, revised, and interpreted by elected representatives and the courts to reflect society’s changing needs and values. Law is a vital force that protects our rights and provides a process whereby the conflicts of life in a pluralistic society can be managed and compromises reached. Students’ present and future rights and their responsibilities under the law are examined, and the various roles they will play as citizens of a local, regional, national, and global community are explored.

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Aims

Courses planned shall assist and encourage students to:

- understand the components of law and the legal system;
- appreciate the daily impact of law on their personal and working lives;
- understand specific areas of law and related legal issues;
- become aware of the legal rights and responsibilities of citizens;
- understand the process of legal reform in a democracy;
- understand the need for equal-opportunity legislation;
- become familiar with career opportunities in law-related fields;
- develop self-confidence and self-esteem;
- improve their facility in using cognitive skills to process and communicate information in a variety of contexts.

Prerequisites	– none
Credits	– one For further information, see section 5.5.2, “Modules”, in Part A of this guideline, <i>Policy and Program Considerations</i> . The credit earned in this course may, at the individual student’s discretion, be used as (a) a credit in history and contemporary studies or (b) a credit in business studies. In addition, the credit earned may be counted as one of the eight required for concentration in business studies. This course may form part of a school’s history and contemporary studies or business studies program.
Course Code	– HLW or BLW/CDR

Basic Level

Overview

Part A: Core Units Core units of basic-level courses should make students aware of society’s need for laws and of the protections provided by the law. The focus is on skills that will enable students to gain access to the law in both their personal and working lives.

Part B: Personal Law The emphasis in the personal law units is on concepts that will enable students to understand situations that involve the law.

Units

Part A. Core Units		Time Allotment %
1.	Reasons Why We Have Laws	60
2.	Reasons for Changing Laws	
3.	Procedures for Making Laws	
4.	Provisions for Upholding the Law	
5.	Courtroom Procedures	
6.	Methods of Punishment	
7.	Some Criminal Offences	
Part B. Personal Law (select a minimum of 3)		40
1.	Driving	
2.	Drugs	
3.	Working	
4.	Alcohol	
5.	Marriage, Separation, and Divorce	
6.	Wills	
7.	Credit Buying	
8.	Renting	
9.	Hunting and Fishing	
10.	Teenagers and the Law	

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to basic-level courses developed from “Law”.

Attitudes

- Students should develop:
- self-confidence and self-esteem;
 - appreciation of the need for law in society;
 - willingness to contribute personal suggestions to class discussions;
 - appreciation of the fact that the law cannot remain static;
 - appreciation of the need to balance freedom with responsibility;
 - willingness to accept their personal obligations as citizens under the law;
 - appreciation of the role of law officials – e.g., police officers and judges;
 - appreciation of the benefits of equal-opportunity legislation.

Knowledge

Students should develop an understanding of:

Part A. Core Units

1. Reasons Why We Have Laws
 - the meaning of the word “law”;
 - reasons why we have laws;
 - the origin of laws;
 - kinds of law: statute, common, criminal, and civil;
 - differences between rules, regulations, and laws.
2. Reasons for Changing Laws
 - reasons why changes in society may require new laws or changes in existing laws;
 - kinds of changes (technological, social, political, environmental, economic) that bring new laws;
 - procedures for changing laws;
 - some future changes that might lead to the creation of new laws;
 - the financial costs of changing laws.
3. Procedures for Making Laws
 - types of people who make laws in Canada;
 - the different kinds of laws made by municipal, regional, provincial, and federal governments;
 - rights of different levels of government to make laws;
 - procedures for making laws at each level of government.
4. Provisions for Upholding the Law
 - reasons for upholding the law;
 - the job of the police (local, provincial, federal);
 - other people or groups who are hired by government to uphold the law;
 - ways in which an individual may relate to the police;
 - the powers of the police.

5. Courtroom Procedures
 - the kinds of courts in Canada;
 - the officers of the court;
 - the job of a jury;
 - the composition of a jury;
 - court procedures;
 - key court terminology;
 - the types of help that lawyers can provide.
6. Methods of Punishment
 - reasons why people are punished for breaking the law;
 - the meaning of the word “sentence” as applied to court and law;
 - factors determining the choice of a sentence;
 - kinds of sentences;
 - the jobs of correctional officers;
 - the definition of a jail and the operation of the jail system;
 - the meaning of the term “criminal record”.
7. Some Criminal Offences
 - the meaning of the phrases “innocent until proven guilty” and “beyond a reasonable doubt”;
 - examples of some serious crimes;
 - examples of some less serious crimes;
 - types of defences in a trial on a criminal charge.
- Part B: Personal Law
(select a minimum of 3)
1. Driving
 - the types of driver’s licences available;
 - reasons why people lose their licences;
 - types of insurance for vehicle owners;
 - the things a vehicle driver must do in the event of an accident;
 - the procedure a driver must follow when a traffic ticket is received;
 - selected topics from the Highway Traffic Act.

2. Drugs

- the meaning of the terms “controlled drug”, “restricted drug”, and “illegal drug”;
- the laws that control drugs in Canada;
- some offences against Canadian drug laws.

3. Working

- some of the laws that protect workers in Ontario;
- reasons why workers need to be protected by law;
- the procedure a worker would follow to apply for help from various agencies;
- reasons why workers join unions;
- reasons why equal-opportunity and pay-equity legislation are needed.

4. Alcohol

- reasons why there are laws to control the consumption of alcohol;
- ways in which alcohol consumption is controlled.

5. Marriage, Separation, and Divorce

- legal restrictions on who may get married in Ontario;
- the procedure by which people may get married in Ontario;
- the legal meaning of the terms “marriage breakdown” and “common-law relationship”;
- legal rights and responsibilities of spouses;
- the meaning of the term “legal separation”;
- laws relating to the division of property when a marriage ends;
- laws relating to support payments;
- the factors considered in a court decision on child custody.

6. Wills

- the meaning of the term “will”;
- reasons why people make wills;
- procedures for making and changing wills;
- the laws that apply when someone dies without a will.

7. Credit Buying

- ways to qualify for and obtain credit;
- the responsibilities of people who sign a contract for credit;
- basic features of a credit-card system in operation;
- places where a person may get advice about credit.

8. Renting

- the meaning of the words “lease” and “tenant”;
- occasions when a person would sign or cancel a lease;
- examples of things that are in a lease;
- places where a tenant can get help and information.

9. Hunting and Fishing

- the reasons why permits are needed to hunt and fish in Ontario;
- the reasons why limits are placed on the number of animals and fish to be killed;
- the procedure by which a person may get a hunting or fishing licence;
- the duties and functions of a Department of Lands and Forests officer.

10. Teenagers and the Law

- the legal status of a child, a teenager, and an adult;
- the effect on the individual’s life of being identified as a “young person in trouble with the law”.

**Sample Unit 7 (Part A).
Some Criminal Offences,
basic level**

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for basic-level courses developed from this program are prescribed.*

Description

In this unit, students examine what crimes are and how they are classified in the Criminal Code. The use of case studies to illustrate how some criminal offences are handled is recommended.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– use a comparison organizer to examine punishments for crimes in different countries		x	
– use definitional, comparative, and ranking questions dealing with crime		x	
– identify the criminal activities in a selection of visual materials		x	
– determine whether additional information is required in a comparison of punishments for crime		x	
– role play participation in a trial		x	
– develop a visual display of indictable or summary offences			x
I – Introduce			
D – Develop			
E – Extend			

Attitudes

Students should develop:

- appreciation of the need for law in society;
- willingness to participate in a discussion.

Knowledge

Students should develop an understanding of:

- reasons why people break the law;
- the meaning of the phrases “innocent until proven guilty” and “beyond a reasonable doubt”;
- examples of some serious crimes;
- examples of some less-serious crimes;
- types of defences in a trial on a criminal charge.

Topics

1. Definition of a Crime
2. Identification of Some Serious Crimes
3. Identification of Some Less-Serious Crimes
4. Reasons Why People Break the Law
5. The Meaning of the Phrase “Innocent Until Proven Guilty”
6. The Meaning of the Phrase “Beyond a Reasonable Doubt”
7. Types of Defences Against a Criminal Charge
8. Laws Pertaining to Wife Assault and Child Abuse

Sample Teaching and Formative-Evaluation Strategies

- Show students a selection of pictures/cartoons that demonstrate both legal and illegal activities. Students give a response to each item, look up and record the meaning of the word “crime”, and list the crimes illustrated.
- Have each student arrange in rank order the crimes identified in the preceding activity from the least serious to the most serious and discuss the criteria he or she used to rank the crimes. The way in which the law determines which are serious and less-serious crimes should be explained to students.
- Provide students with sources of information dealing with punishments for the crimes they ranked in the preceding activity and have them complete the following chart:

Students then compare their ranking of the seriousness of the crimes with the types and severity of punishments provided under the law.

- Have students discuss the following statement: “It is better to let ten guilty people go free than to send one innocent person to jail.”
- Have students collect a series of magazine and/or newspaper clippings dealing with either indictable or summary offences and organize the clippings into a visual display, with a suitable title.

- Have students role play participation in a trial, and ask those who assumed the role of jury members to explain why they made the decision they did.
- Provide students with information on the punishments for several crimes in other countries. Students compare the punishments for these crimes in Canada with those in another country. The information could be organized as follows:

Crime	Punishments in Canada	Punishments in another country
1. Theft of a car	1-5 years	1-10 years
2. Rape	1-14 years	1-20 years
3. Murder	Life	1-30 years
4. Possession of a handgun	1-5 years	1-10 years
5. Possession of a knife	1-5 years	1-10 years
6. Possession of a firearm	1-5 years	1-10 years
7. Possession of a dangerous weapon	1-5 years	1-10 years
8. Possession of a controlled substance	1-5 years	1-10 years
9. Possession of a controlled substance for sale	1-5 years	1-10 years
10. Possession of a controlled substance for distribution	1-5 years	1-10 years
11. Possession of a controlled substance for export	1-5 years	1-10 years
12. Possession of a controlled substance for import	1-5 years	1-10 years
13. Possession of a controlled substance for sale, distribution, export, or import	1-5 years	1-10 years
14. Possession of a controlled substance for sale, distribution, export, or import for sale	1-5 years	1-10 years
15. Possession of a controlled substance for sale, distribution, export, or import for sale, distribution, export, or import	1-5 years	1-10 years

Students then determine whether additional information is required in order to make a fair comparison.

- Have students develop a list of ways and means to discourage wife assault and child abuse.

Sample Summative-Evaluation Strategies

- Assess the degree and quality of students' participation in a discussion about whether knowing the punishment stops people from committing a crime.
- Provide students with data on the incidence of between five and eight types of crimes in their municipality or in Ontario in three different years. Students develop a comparison organizer for the information. Both the organizer and the written or oral conclusions should be assessed.

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General Level

Overview

Part A: Core Units Core units of general-level courses should help students understand how individuals interact with the law. The various roles of a citizen with respect to the law as voter, juror, defendant, plaintiff, etc., are examined. The focus is on the skills needed to deal with legal matters, including the ability to judge when additional information or advice is required.

Part B: Optional Units Optional units introduce students to areas of law that may influence their lives in a variety of ways, with an emphasis on the development of personal problem-solving skills.

Units

Part A. Core Units		Time Allotment %
1.	Introduction to Law	
2.	Changing the Law	
3.	Making Law Official	
4.	Upholding the Law	60
5.	Exercising the Law	
6.	Enforcing the Law	
7.	Criminal Offences	
Part B. Optional Units (select a minimum of 3)		
1.	Family Law	
2.	Labour Law	
3.	Contract Law	
4.	Consumer Law	40
5.	Selected Provincial Laws and Regulations	
6.	Personal Law	
7.	Community Focus	

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to general-level courses developed from “Law”.

Attitudes

Students should develop:

- self-confidence and self-esteem;
- appreciation of the need for law in society;
- willingness to contribute personal suggestions to class discussions;
- appreciation of the fact that the law cannot remain static;
- appreciation of the need to balance freedom with responsibility;
- appreciation of the benefits of legislation to promote equal opportunity and treatment;
- sensitivity to legal issues that are important to the future;
- willingness to accept their personal obligations as young citizens under the law.

Knowledge

Students should develop an understanding of:

Part A: Core Units

1. Introduction to Law
 - the meaning of the word “law”;
 - the value of law for the individual and for society;
 - reasons why laws developed;
 - the definitions of and differences between criminal law and civil law;
 - the nature and scope of statute, common, and constitutional law.
2. Changing the Law
 - the conditions that create a need for a new or a changed law: technological, social, political, environmental, economic;
 - types of people involved in producing a change in the law;
 - procedures for effecting a change in the law;
 - costs and consequences of law reform.
3. Making Law Official
 - the various levels of government;
 - the responsibilities in law of each level of government;
 - the process by which each level of government creates laws;
 - the constitutional basis for the authority of each level of government.
4. Upholding the Law
 - the duty of the individual to uphold the law;
 - the roles of selected government ministries and agencies in upholding the law;
 - the duties, powers, and limits of authority of the various levels of police.

5. Exercising the Law
 - the structure of the court system in Canada;
 - the roles of various court officials;
 - the role of the jury, including the responsibilities of a citizen as a juror;
 - criminal and civil trial procedures;
 - various terms associated with trial procedure: bail, remand, plea bargaining.
6. Enforcing the Law
 - the different forms of sentencing;
 - the factors considered when establishing a sentence;
 - the role and operation of correctional institutions;
 - the consequences of having a criminal record.
7. Criminal Offences
 - the meaning of the word “crime”;
 - causes of crime;
 - basic principles of criminal law;
 - the classification of criminal offences;
 - elements of crime, as illustrated in selected case studies.

Part B: Optional Units
(select a minimum of 3)

1.

Family Law

– the conditions for a valid marriage;

– the definition of a common-law relationship and a cohabitation agreement;

– causes of marriage or common-law relationship breakdown;

– the role of a lawyer and the courts in separation and divorce;

– the grounds for divorce and the required procedures for getting a divorce;

– the factors that are considered when a court determines custody, support, and property settlement;

– recent trends in custody and support decisions;

– legal rights and responsibilities of family members;

– trends in property settlements;

– the origin and development of family law reform.
2.

Labour Law

– the reasons why workers need protection;

– the benefits to workers of equal-opportunity legislation;

– workers’ rights and means for protecting those rights;

– selected agencies that provide assistance to workers;

– the origin, organization, and benefits to workers of labour unions;

– recent trends in pay-equity legislation.

3.

Contract Law

– the elements of a contract;

– the differences between oral and written contracts and the limitations of each;

– examples of valid and invalid contracts;

– legal remedies available for parties involved in contract disputes;

– selected samples of simple and specialty contracts.
4.

Consumer Law

– the major federal and provincial consumer-protection organizations;

– the steps a consumer would take to remedy a problem;

– the meaning of the phrase “caveat emptor”;

– the effects of poor consumer choices on the individual and the family, as illustrated in examples.
5.

Selected Provincial Laws and Regulations

– four of the following statutes or groups of statutes:

a) Highway Traffic Act

b) Human Rights Code

c) hunting and fishing regulations

d) Ontario Liquor Licensing Code

e) environmental laws

f) children’s law reforms

– the following details for each of the four statutes or groups of statutes selected:

i) the provisions of the regulation or law

ii) the process used to deal with violators

iii) government agencies that uphold each regulation or law

iv) societal need for the regulation or law
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6. Personal Law

– all the following topics:

a) narcotics

i) the difference between “controlled”,
“restricted”, and “illegal” drugs

ii) the provisions of the Food and Drug Act and
the Narcotics Control Act

iii) the influence of societal values and change on
drug laws

b) marriage and divorce

i) procedures for obtaining a valid marriage

ii) the legal obligations of both parties in a
marriage

iii) the meaning of the terms “legal separation”,
“divorce”, and “annulment”

iv) the legal view of support claims and payments

v) the legal procedures for divorce and
annulment

vi) the factors considered in a property settlement

vii) the factors considered in a custody dispute

viii) the factors considered in a support dispute

c) money management

i) the meaning of credit

ii) some principles in the use of credit

iii) the purpose and use of a credit card

iv) sources of information and help in credit
matters

d) wills

i) the purpose and value of wills

ii) the procedure for making, changing, and
revoking a will

iii) the legal obligation for spousal support in wills

7. Community Focus

– a (student-selected) current local concern about a
legal issue that has generated individual and/or
group reaction, media interest, and political
involvement.

Sample Unit 7 (Part A).
Criminal Offences,
general level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for general-level courses developed from this program are prescribed.*

Description

In this unit, students examine some selected aspects of criminal law and apply the theoretical knowledge acquired to case studies of offences under the Criminal Code and other statutes.

Unit Objectives

Cognitive Skills
Students should be able to:

	I	D	E
– develop a comparison organizer for examining crime in Canada and in two other countries			x
– use speculative, ranking, comparative, and decision-making questions dealing with crime		x	
– determine whether evidence in a mock trial is fact or opinion		x	
– evaluate arguments in a filmed court case for logical errors	x		
– write an explanation of a legal strategy in a hypothetical trial	x		
– develop logical arguments as a participant in a mock trial		x	
I – Introduce			
D – Develop			
E – Extend			

Attitudes

Students should develop:

- appreciation of the seriousness of crime;
- willingness to contribute personal suggestions to class discussions;
- appreciation of the complexities of the legal process.

Knowledge

Students should develop an understanding of:

- the meaning of the word “crime”;
- causes of crime;
- basic principles of criminal law;
- the classification of criminal offences;
- the legal definitions of such offences as theft, arson, assault, rape, vandalism, murder.

Topics

1. The Concept of Crime

- the definition of a crime
- the difference between legal and illegal acts

2. Causes of Crime

- economic causes
- social causes

3. Principles of Criminal Law

- “beyond a reasonable doubt”
- “innocent until proven guilty”
- “*mens rea*”
- “*actus reus*”

4. Classification of Criminal Offences

- summary offences
- indictable offences
- hybrid offences

5. Possible Defences Against a Criminal Charge

6. Samples and Case Studies Involving the Criminal Code

- theft, murder, arson, rape, assault, wife battering, child abuse, fraud

Sample Teaching and Formative-Evaluation Strategies

- Have students predict what might happen if a simple, common act (such as waving or nail-biting) were made illegal.
- List ten criminal offences and have the class discuss what makes some crimes more serious than others. Students identify criteria for ranking crimes, then rank the crimes in order from most to least serious. Teachers identify legal criteria used to classify crimes.
- Have students role play a trial. Each student is assigned a role. The jury evaluates the evidence and reaches a verdict. After the trial, jury members explain the criteria they used to assess the information presented in order to come to a decision.
- Provide students with a set of statements given to the police by witnesses about the commission of a hypothetical crime. Working in groups, students plan the following:
 - i) the strategy a defence lawyer or a prosecutor would use in court;
 - ii) questions a defence lawyer or a prosecutor would ask witnesses.
- Have students critically view a film involving a court case, scrutinizing for logical errors and evaluating the arguments presented. The film is stopped before the announcement of the jury’s verdict, and students submit written predictions of the verdict, based on their assessment of the evidence.

- Provide students with sources of information on the incidence per 1000 population of five crimes in Canada and in two other countries. Students compare the statistics and develop generalizations from them. The information could be organized in a chart similar to the following:

Country	Canada	United States	Japan
Crime			

- Have students investigate what services their community offers to victims and offenders in cases of wife assault and child abuse. Such services might include victim support services, community information programs, and prevention-counselling programs for offenders. Students then present their findings orally to the class.

Sample Summative-Evaluation Strategies

- Provide students with a list of offences and have them complete the following classification chart:

Offence	Statute or regulation that lists it as an offence	Intent of law	Punishments
1. Sexual Offences 2. Public Order 3. Drugs 4. Firearms 5. Immigration 6. Health and Safety 7. Environmental 8. Financial 9. Computer 10. Intellectual Property 11. Transport 12. Maritime 13. Air 14. Space 15. Other	1. Sexual Offences Act 2003 2. Public Order Act 1986 3. Drug Trafficking Act 1994 4. Firearms Act 1968 5. Immigration Act 1971 6. Health and Safety Act 1974 7. Environmental Protection Act 1990 8. Financial Services Act 2004 9. Computer Misuse Act 1990 10. Intellectual Property Act 1988 11. Transport Act 2000 12. Maritime Act 1994 13. Air Act 1995 14. Space Act 1998 15. Other	1. Sexual Offences Act 2003 2. Public Order Act 1986 3. Drug Trafficking Act 1994 4. Firearms Act 1968 5. Immigration Act 1971 6. Health and Safety Act 1974 7. Environmental Protection Act 1990 8. Financial Services Act 2004 9. Computer Misuse Act 1990 10. Intellectual Property Act 1988 11. Transport Act 2000 12. Maritime Act 1994 13. Air Act 1995 14. Space Act 1998 15. Other	1. Sexual Offences Act 2003 2. Public Order Act 1986 3. Drug Trafficking Act 1994 4. Firearms Act 1968 5. Immigration Act 1971 6. Health and Safety Act 1974 7. Environmental Protection Act 1990 8. Financial Services Act 2004 9. Computer Misuse Act 1990 10. Intellectual Property Act 1988 11. Transport Act 2000 12. Maritime Act 1994 13. Air Act 1995 14. Space Act 1998 15. Other

Students draw conclusions and make comparisons using the data collected.

- Have students role play a trial after they have completed the strategy involving the preparation of defence and prosecution cases. Students' ability to develop logical arguments and to identify logical errors should be assessed.

Advanced Level

Overview

Part A: Core Units Core units of advanced-level courses should help students to understand the principles of law and legal systems. The origin and development of law, the various dimensions and areas of law, and the basic structure of the Canadian legal system are explored. The significant place of law in society is examined in its past and present contexts and in terms of possible legal reforms to meet our future needs. The focus is on the use of acquired knowledge and skills to analyse case studies and complete short research projects.

Part B: Optional Units Optional units should deepen students’ understanding of specific legal principles and increase their ability to apply legal theory to real-life situations. The emphasis is on extending the cognitive skills that will enable students to function as active, informed citizens.

Units

Part A. Core Units		Time Allotment %
1.	Introduction to Law	
2.	Societal Impact of Law	
3.	Authorization of Law	
4.	Law-Enforcement Agencies	60
5.	The Judicial Process	
6.	Correctional Services	
7.	Considerations From the Criminal Code	
Part B. Optional Units (select a minimum of 3)		
1.	Family Law	
2.	Labour Law	
3.	Contract Law	
4.	Consumer Law	40
5.	Torts	
6.	Selected Provincial Statutes	
7.	Selected Federal Statutes	
8.	Independent Research	

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to advanced-level courses developed from “Law”.

Attitudes

Students should develop:

- self-confidence and self-esteem;
- appreciation of the need for law and order in society;
- respect for the rights of others;
- appreciation of the benefits of equal-opportunity legislation;
- appreciation of their personal obligations as young citizens under the law;
- appreciation of the difficulties inherent in the legal process;
- willingness to accept change as part of the dynamic of law;
- a sense of identity as a member of a local community, a citizen of Canada, and a citizen of the world.

Knowledge

Students should develop an understanding of:

Part A: Core Units

1. Introduction to Law
 - the concept of law;
 - the evaluation of law and the reasons for it;
 - their rights and responsibilities under the law;
 - the classification and interpretation of laws.
2. Societal Impact of Law
 - examples of societal changes that require new legislation – e.g., the Young Offenders’ Act, pay-equity legislation;
 - ways in which citizens participate in law reform;
 - possible future trends in law;
 - socio-economic consequences of law reform.

3. Authorization of Law
 - the division of legal powers in Canada;
 - the constitutional basis for each level of government;
 - the legislative process at all levels of government.
4. Law-Enforcement Agencies
 - the role of government in authorizing agencies to uphold the law;
 - the powers of law-enforcement agencies at the federal, provincial, and municipal levels;
 - legal limits on power and personal freedom;
 - individual rights and obligations of citizens under the law.
5. The Judicial Process
 - the divisions and courts in the judicial system;
 - the roles and method of appointment of court officials;
 - civil and criminal trial procedures;
 - selection procedures, qualifications, and responsibilities of a jury;
 - legal principles and practices of bail;
 - costs and benefits of legal aid to clients.
6. Correctional Services
 - the rationale and principles of sentencing;
 - factors influencing sentencing;
 - sentencing alternatives;
 - the nature of correctional services and types of correctional institutions;
 - socio-economic consequences of a criminal record.
7. Considerations From the Criminal Code
 - the meaning and classification of criminal offences;
 - principles of criminal law;
 - basic elements of criminology;
 - legal defences to a charge;
 - the influence of socio-economic factors on crime rates;
 - aspects of the Criminal Code of Canada, as illustrated in case studies.

Part B: Optional Units
(select a minimum of 3)

1.

Family Law

- aspects of the Marriage Act;
 - aspects of domestic contracts relevant to family law;
 - the provisions of the Family Law Reform Act;
 - aspects of the Divorce Act;
 - the steps in the legal process of separation and divorce;
 - provisions for the enforcement of court orders for support and custody;
 - historical and recent trends in property settlement;
 - procedures and qualifications for child adoption;
 - elements of estate law;
 - legal rights and responsibilities of family members;
 - aspects of family law, as illustrated in a variety of case studies.
2.

Labour Law

- the need for labour laws;
 - the origins of labour law;
 - types of government services and government agencies;
 - procedures and qualifications for union certification;
 - aspects of labour-management relations;
 - a current problem in labour relations;
 - the need for equal-opportunity and pay-equity legislation.

3.

Contract Law

- the meaning of the term “contract”;
 - the uses of oral and written contracts;
 - the rights and responsibilities of parties to a contract;
 - examples of simple and specialty contracts;
 - types and characteristics of contracts, as illustrated in case studies.
4.

Consumer Law

- the main provisions of important consumer statutes;
 - agencies and individuals involved in consumer protection;
 - preventive measures an individual may take to avoid consumer problems;
 - reasons why government protection of consumers is necessary.
5.

Torts

- the definition of “tort” and the perception of a “wrong done”;
 - the differences between an “unintentional” tort, an “intentional” tort, and a crime;
 - relationship of torts to common and statute law;
 - the operation of tort law and problems concerning tort law within the legal system;
 - types of torts as illustrated in selected case studies.

6. Selected Provincial Statutes
- aspects of any three of the following provincial statutes or groups of statutes:

a) Highway Traffic Act

b) Human Rights Code

c) lands and forests legislation

d) Ontario Liquor Licensing Code

e) environmental legislation

f) youth and child legislation

g) Education Act

h) Day Nurseries Act

– the following details for each of the three statutes or groups of statutes selected:

i) the societal needs that preceded the legislation

ii) the main provisions of the statute(s)

iii) civil and criminal actions that may arise from violations of the statute(s)

iv) possible future reforms in the statute(s)

v) provisions of the statute(s) in relation to a specific case study

7. Selected Federal Statutes
- aspects of any three of the following statutes or groups of statutes:

a) Young Offenders’ Act

b) Indian Act

c) immigration legislation

d) fisheries legislation

e) media legislation

– the following details for each of the three statutes or groups of statutes selected:

i) the societal needs that preceded the legislation

ii) the main provisions of the statute(s)

iii) civil and criminal actions that may arise from violations of the statute(s)

iv) possible future reforms in the statute(s)

v) provisions of the statute(s) in relation to a specific case study
8. Independent Research
- (The knowledge objectives for independent research will be determined by the issues selected.)

– one of the following (student-selected) areas, explored through independent research:

a) *community concerns* – a legal issue of current local concern that has generated individual and/or group reaction, media interest, and political involvement

b) *national or international issues* – events that show the complexity of legal issues and the significance of law in human relations at the national or international level (The issue may have local implications, enabling students to relate the issue to their immediate social, economic, or political environment. Examples include such issues as nuclear disarmament, women’s rights, and aboriginal rights.)

**Sample Unit 7 (Part A).
Considerations From the
Criminal Code,
advanced level**

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for advanced-level courses developed from this program are prescribed.*

Description

In this unit, students examine the nature and classification of criminal offences and basic elements of criminology, as well as some of the social and economic influences that cause crime. They also apply their understanding of the Criminal Code and other statutes to specific criminal case studies, with particular attention to wife assault and child abuse, in order to formulate an appropriate line of defence for each case.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– extend the complexity of a comparison organizer dealing with the treatment of criminal offences by using suborganizers within the chart for some of the categories	x		
– develop a comparison organizer for examining how offences are dealt with in the courts			x
– evaluate information given in a mock trial for logical errors, accuracy, and underlying assumptions	x		
– readily recognize bias in media reporting on a recent court case			x
– write an explanation of why selected punishments are or are not appropriate for the crimes committed		x	
– speak persuasively in role in a mock trial		x	

I – Introduce
D – Develop
E – Extend

Attitudes

Students should develop:

- respect for the role of lawyers in the trial procedure;
- awareness of social values encapsulated in law;
- self-confidence in expressing ideas.

Knowledge

Students should develop an understanding of:

- the meaning and classification of criminal offences;
- principles of criminal law;
- the basic elements of criminology;
- legal defences to a charge;
- the influence of socio-economic and demographic factors on crime rates;
- aspects of the Criminal Code of Canada, as illustrated in case studies.

Topics

1. Criminal Offences

- criminal and quasi-criminal offences
- the classification of criminal offences
- future criminal offences

2. Principles of Criminal Law

- basic principles
- application of principles
- prescribed guilt, presumed innocence

3. Basic Elements of Criminology

- definition of criminology
- definition and role of circumstantial evidence
- definition and role of cross-examination

4. Appropriate Defences

- possible defences
- considerations in selecting the best defence

5. Socio-economic Influences on Crime Rates

- criteria and procedures used in compiling crime rates
- socio-economic and demographic factors that influence crime rates
- variations in crime rates between different areas and countries

6. Selected Case Studies Involving the Criminal Code of Canada

- classifications of crimes in the code
- criteria and methods used to interpret the code
- the application of the code in court cases, with particular reference to wife assault and child abuse

Sample Teaching and Formative-Evaluation Strategies

- Have students gather statistics and media data on crime rates locally, nationally, and in another country (or countries). Students identify common socio-economic factors and variations in crime rates.
- Have students select a recent “high-profile” court case and examine newspaper, news magazine, radio, and television reporting for bias.
- Have students role play a trial concerning a serious offence. Twelve class members act as the jury, whose task it is to assess the evidence given. After a verdict is reached and the trial is over, each jury member explains the criteria he or she used to evaluate the evidence.
- Provide students with a copy of statements given to the police by witnesses to a hypothetical crime. A statement of the specific charges that were laid is included. In the role of the defence attorney, students write out the following:
 - i) an overview of their defence strategy;
 - ii) specific questions they would ask key witnesses;
 - iii) the summation they would expect to make to the judge and/or jury.

– Have students read a report on the criminal-justice system in another country. Students select between three and five crimes and compare how each is dealt with in Canada and in the other country. Information could be organized as follows (it may be necessary to develop suborganizers within the chart for some categories):

Criminal-justice system		in Canada	in other country
Offence and categories of comparison			
Offence A (e.g., theft)	procedure		
	court		
	intent of law		
	punishment		
Offence B (e.g., murder)	procedure		
	court		
	intent of law		
	punishment		
Offence C (e.g., assault)	procedure		
	court		
	intent of law		
	punishment		

– Have the students analyse the following statement: “Law-enforcement and judicial and legal systems involved in criminal justice should reflect the demographic characteristics (e.g., gender, age structure, racial composition) of the society.” Students then prepare short papers or classroom presentations on the topic.

- Provide students with a list of offences and have them collect information about the offences and how they are dealt with in the courts. Information could be organized as follows:

Offence	Procedure	Legal basis for offence (if Criminal Code, indicate section)	Type of court where case would be heard	Individual, principle, or property the law is intended to protect	Range of punishments

After the chart has been filled in, students develop generalizations about the appropriateness of the punishments for the various offences. Students then write a detailed explanation of why the punishments are appropriate or inappropriate.

Sample Summative-Evaluation Strategies

- Have students prepare and administer a community survey or questionnaire to assess people's understanding of and reaction to crime rates. Each student writes an explanation of the attitudinal trends and degree of community awareness revealed by his or her survey or questionnaire.
- Have students find examples of offences in newspapers, magazines, and other media, and classify them as summary, indictable, or hybrid offences. The accuracy of classification as well as the quantity of items collected should be assessed.

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Politics

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Rationale

“Politics” provides a basis for students to understand the profound influence of political factors on our society and culture. Much of our identity is rooted in politics. Wherever people live together in some kind of association, the political process is at work.

The elements of the political process are systematically examined, among them the methods by which individuals and groups grapple with problems, resolve conflicting opinions, and select among choices. Such aspects of political life as leadership, decision making, citizenship, and ideology are also explored in both theory and application in order to provide students with a structure for dealing with their ever-expanding information about politics.

The study of politics may focus on the local, national, or international spheres. The needs of the students at any level of difficulty will determine the appropriate focus.

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Aims

- Courses planned shall assist and encourage students to:
- understand and appreciate the importance of the political process in helping individuals satisfy their physical and emotional needs;
 - understand and appreciate the fact that the political initiatives of individuals will play an important role in determining the shape of our society in the future;
 - develop the ability to use the methods and concepts of political science to analyse political behaviour;
 - develop tolerance for the political views of others;
 - understand the role played by the political process in people’s efforts to achieve equality of opportunity;
 - appreciate the benefits of providing equality of opportunity for people of all races, all cultures, and both sexes;
 - develop self-confidence and self-esteem;
 - improve their facility in using cognitive skills to process and communicate information in a variety of contexts.
- | | |
|---------------|---|
| Prerequisites | – none |
| Credits | – one
For further information, see section 5.5.2, “Modules”, in Part A of this guideline, <i>Policy and Program Considerations</i> . |
| Course Code | – HPO |

Basic Level

Overview

Basic-level courses should help students to understand how political power is exercised in our society. Fundamental political ideas and structures relevant to politics at the community level and to the world of work are examined. The focus is on the skills and knowledge students will need to participate confidently and positively in society through the political process.

Units

		Time Allotment %
1.	Government and the Individual	20
2.	Decision Making	20
3.	Leadership	20
4.	Democracy	20
5.	Non-Democratic Systems	20

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to basic-level courses developed from “Politics”.

Attitudes

Students should develop:

- confidence in their ability to interact with government agencies;
- awareness and appreciation of governments as positive and accessible institutions in a democratic society;
- awareness and appreciation of the role of systematic planning in solving personal and political problems;
- awareness of personal and societal values;
- a positive attitude towards the principle of providing equal opportunity for all people;
- awareness and appreciation of the need for leadership in society;
- willingness to co-operate with individuals in leadership roles;
- an interest in significant political issues affecting the local community.

Knowledge

Students should develop an understanding of:

1. Government and the Individual
 - the meaning of the terms “politics” and “government”;
 - the differences among rules, regulations, and laws in society, as illustrated in examples of each;
 - government agencies relevant to their daily lives;
 - ways in which an individual can get access to government agencies;
 - ways in which governments attempt to ensure equality of opportunity for all individuals;
 - ways in which an individual can try to change government decisions.
2. Decision Making
 - the characteristics of a methodical approach to decision making;
 - the stages of a methodical approach to decision making, as illustrated in selected personal or “daily life” examples;
 - ways to analyse decisions using the methodical approach.
3. Leadership
 - the meaning of the term “leadership”;
 - ways in which people become leaders in various groups and situations;
 - selected traits of leaders;
 - impediments to becoming leaders;
 - ways to overcome impediments to becoming leaders.

4. Democracy
 - the meaning of the term “democracy”;
 - examples of democratic organizations and clubs;
 - ways in which citizens participate in the democratic process;
 - the political rights and responsibilities of Canadians.
5. Non-Democratic Systems
 - types of groups, relevant to students themselves, that could be described as non-democratic;
 - the characteristics of non-democratic groups;
 - some basic features of the lives of individuals living in a non-democratic state;
 - the relationship between government and citizens in a non-democratic state.

Sample Unit 1.
Government and the Individual,
basic level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for basic-level courses developed from this program are prescribed.*

Description

In this unit, students examine the important roles played by governments in their lives. Institutions that are often perceived as intimidating and confusing are demystified as students learn how governments can be accessible to them as citizens. This investigation should help students develop the skills they need to communicate effectively with relevant government organizations and agencies.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– develop an issue-analysis/decision-making organizer for determining how much control government should have over their lives (using a particular example)		x	
– re-examine the appropriateness of the focus for their issue-analysis/decision-making organizer		x	
– determine practical uses of conclusions regarding familiar rules and laws, with some teacher assistance		x	
– discuss and make a decision based on conclusions about survival on an uninhabited island	x		
– speak clearly and coherently in telephone conversations		x	
– write clearly, coherently, and correctly in letters		x	

- I – Introduce
D – Develop
E – Extend

Attitudes

Students should develop:

- confidence in their ability to interact with government agencies;
- confidence in processing and communicating ideas and information in a variety of forms;
- awareness and appreciation of governments as positive and accessible institutions in a democratic society.

Knowledge

Students should develop an understanding of:

- the meaning of the terms “politics” and “government”;
- the difference between rules and laws in society, as illustrated in examples;
- government agencies relevant to their daily lives;
- ways in which an individual can get access to government agencies;
- ways in which individuals or groups can attempt to change government decisions.

Topics

1. Introduction

- a definition of politics
- the differences among rules, regulations, and laws
- a definition of government
- the need for rules, regulations, laws, and government

2. Functions of Government

- the role of government
- agencies that affect daily life
- agencies that can intervene in the event of personal crises

3. Interacting With Government

- procedures for getting information from government
- recommended styles and approaches for communicating with government agencies and their representatives (a) by letter, (b) by telephone and/or in person
- procedures for attempting to have a government decision changed

Sample Teaching and Formative-Evaluation Strategies

- Initiate a discussion of rules and laws based on an examination of the school’s student handbook or a pamphlet on sports or traffic rules, regulations, and laws. Students then apply some of their conclusions about rules, regulations, and laws to specific situations in school.
- Divide the students into small groups and have them consider the problem of surviving on an uninhabited island in one of the Great Lakes. Students make decisions about such questions as: (i) what rules, if any, are required, (ii) how they will survive and who will do what, and (iii) how they will enforce their decisions.
- Give students a series of relevant life problems and have them use a student- or teacher-prepared file of information on local social services to identify the appropriate government agency to contact for help.
- Have students analyse an issue dealing with the extent to which governments should be able directly to affect their lives. Issues could include: compulsory school attendance, the drinking age, the driving age. Information could be organized as follows:

Should school attendance be compulsory to age sixteen?

Response	yes	no	compromise
Criteria			
rights of student			
job preparation			
expectations of parents			
needs of society			

- Have students make point-form notes for simulated telephone calls to government agencies. The calls are tape recorded and played back. The students and the teacher then evaluate the calls according to limited and specific criteria.
- Have students practise writing a letter to a government agency using a highly structured format.

Sample Summative-Evaluation Strategies

- Have students collect information about various government agencies. Using pamphlets from the agencies, students develop a comparison organizer that includes the following: the name of the agency; the agency address; the agency telephone number; the name of a contact person; a description of what the agency does; individuals who are supposed to use the agency. Students then make brief written and oral reports to the class on their findings.
- Have students develop and fill in an issue-analysis/ decision-making organizer for determining whether all cigarette (or alcohol) advertising should be banned.

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General Level

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Overview

General-level courses should make students aware of the scope of the political process and broaden their ability to recognize and understand political behaviour as it occurs in our society and in the world. Such fundamental aspects of the democratic political process as leadership, decision making, citizenship, ideologies, and international relations are examined. In addition, the tangible ways in which political concerns affect daily life at the local, national, and international levels are explored. The emphasis is on refining the students’ ability to locate, organize, and communicate information.

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Units

		Time Allotment %
1.	Government and the Individual	15
2.	Decision Making	20
3.	Leadership	15
4.	Citizenship	20
5.	Ideologies	15
6.	International Relations	15

.....
Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to general-level courses developed from “Politics”.

Attitudes

- Students should develop:
- awareness and appreciation of governments as positive and accessible institutions in a democratic society;
 - awareness and appreciation of the political process as an important part of daily life;
 - awareness and appreciation of the need for active citizenship;
 - awareness and appreciation of the need for balance between freedom and responsibility in a democracy;
 - understanding and acceptance of the lifestyles, attitudes, and opinions of others;
 - appreciation of the value of understanding world issues;
 - a positive attitude towards the principle of providing equality of opportunity for all people.

Knowledge

Students should develop an understanding of:

1. Government and the Individual
- the meaning of the concepts of government and politics;
 - various classifications of the functions of government (for example, traditional, *laissez-faire*, welfare state);
 - various procedures for interacting with government agencies;
 - ways in which governments attempt to ensure equality of opportunity for all individuals;
 - tasks governments can accomplish that individuals cannot.
2. Decision Making
- the parts and interrelationships of a systematic approach to decision making;
 - the results and implications of some decisions, systematically examined.
3. Leadership
- the sources and types of power that leaders in society use;
 - selected concepts describing leadership traits and styles;
 - means of attaining leadership (e.g., force, delegation, succession);
 - impediments to leadership;
 - ways of overcoming impediments to leadership;
 - types of leadership in a society (e.g., economic, social, political, military, religious);
 - styles of leadership (e.g., autocratic, democratic, charismatic).
4. Citizenship
- the fundamental rights and freedoms of Canadians;
 - citizens’ legal and moral obligations to the state;
 - fundamental issues related to the rights and responsibilities of citizens, as illustrated in case studies;
 - types and levels of citizen participation.

5. Ideologies
- the connection between the personal values of an individual and the political values of the state;
 - the impact on individuals’ lifestyles of the operation of governments in selected totalitarian and democratic states;
 - the definition of the political spectrum, from left to right.
6. International Relations
- the meaning of the concept of self-interest, as it relates to the actions of both individuals and nations;
 - selected methods and tactics employed by nations in their relations with each other;
 - political, economic, and social factors affecting the development of foreign policy;
 - types of intergovernmental relations – e.g., alliances (NATO, Warsaw Pact), regional organizations (OAS, EEC), international organizations (the United Nations).

Sample Unit 1.
Government and the Individual,
general level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for general-level courses developed from this program are prescribed.*

Description

In this unit, students are introduced to a number of key concepts that illustrate the political nature of their daily lives. This investigation should encourage students to view governments as responsive and personally relevant institutions in society.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– develop an issue-analysis/decision-making organizer for examining a significant local, national, or international issue		x	
– develop a comparison organizer for examining the attitudes of students towards citizen participation in politics			x
– apply a general rule about the nature of politics to a variety of cases	x		
– determine practical and abstract uses of conclusions regarding citizen participation in politics, with minimal teacher assistance		x	
– develop a visual display on a political topic, using newspaper articles			x
– develop logical arguments about what is or is not a political question		x	

- I – Introduce
D – Develop
E – Extend

.....

Attitudes

Students should develop:

- awareness and appreciation of governments as positive and accessible institutions in a democratic society;
- awareness and appreciation of the political process as an important part of daily life.

.....

Knowledge

Students should develop an understanding of:

- the meaning of the concepts of government and politics;
- ways in which governments interact with individual citizens;
- various classifications of the functions of government (e.g., traditional, *laissez-faire*, welfare state);
- various procedures for interacting with government agencies;
- tasks governments can accomplish that individuals cannot.

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Topics

1. Introduction to Politics

- a definition of politics
- the impact of political events and issues on the daily life of the individual

2. Politics and Government

- the need for government
- the functions of government
- the effect of various functions of government on the lives of individuals

3. Government and Citizen Interaction

- ways in which governments and individuals interact
- ways in which government agencies can benefit individuals

Sample Teaching and Formative-Evaluation Strategies

– Present students with an overview of a significant local or national issue (e.g., the proposed closing of a local school, or a plan to locate a highway near a subdivision). Students identify why the problem exists, how different types of people are affected by it, what solutions exist, and which solution would be best. An issue-analysis/decision-making organizer like the one that follows may be used to analyse the issue.

Where should a new landfill site be located?

Criteria		Weight of criteria	Alternatives	
			within boundaries of our municipality	
			near edge of built-up area	in remote area
political factors	what neighbours think			
	what other citizens think			
	existing land use			
	potential land use			
	need for change in by-laws			
environmental factors	soil type			
	drainage			
	accessibility			
cost factors	price of land			
	cost of roads			
aesthetic factors	visibility			
	present appearance of land			

– Have students weigh the alternatives from the preceding example against the criteria to arrive at a decision. (As the chart indicates, the criteria themselves may also be weighed.) The students are provided with various definitions of politics and decide which one best describes the treatment of the issue examined.

in neighbouring township

in a semi-developed area

in a deserted area

- Give students a list of questions most of which focus on the process of politics and a few of which have nothing to do with politics. Students select those that are *not* political questions and explain the criteria on which they based their selections.
- Hand out multiple copies of the local newspaper. Working in groups, students select as many articles as they can find that involve politics. The groups then choose the best one to form part of a bulletin-board display.
- Hand out an untitled list of items or activities and ask students to select those that are controlled by the government. Students try to develop categories of control.
- Teach the classifications of government functions. Working in groups, students look through newspapers to find at least one example of each classification, within a specified time.
- Give students a survey designed to reveal their attitudes towards citizen participation in politics. Teacher and students develop a comparison organizer to illustrate the results of the survey. After discussing the results, students study a diagram depicting citizen inputs to government and government services to citizens. It should be apparent that many citizens: (i) rarely participate in politics, (ii) provide little input to the political process, (iii) draw a large number of services from government, and (iv) find politics complex and confusing. These sorts of observations can lead to a variety of discussions concerning the ways in which governments and individuals interact.
- Provide students with a list of citizen problems. Students then use the government section of the phone book or a listing of social services to identify the appropriate government agencies to contact about each problem.

Sample Summative-Evaluation Strategies

- Show students a picture of a busy street scene and instruct them to list all the things that are controlled by government. The depth of students’ understanding of government involvement in daily life and their ability to select details from a visual source should be assessed.
- Provide students with an example of a relevant citizen problem not covered in class. Students then describe how they would use specific government agencies to solve the problem.

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Advanced Level

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Overview

Advanced-level courses should introduce students both to the concept of politics as a discipline – that is, as the object of systematic study – and to the idea that nations, like individuals, struggle with problems, resolve conflicting opinions, and select among alternatives. From a global perspective, such key concepts as ideologies, international relations, and the resolution of conflict are examined. The focus is on developing students’ awareness of the complexity of global relations, their confidence in exploring international events independently, and their ability to conceptualize from information, evaluate ideas, and communicate conclusions.

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Units

		Time Allotment %
1.	The Nature of Politics: The Art of the Possible?	10
2.	Ideologies	20
3.	International Relations	30
4.	War and Peace	20
5.	Case Studies	20

.....
Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to advanced-level courses developed from “Politics”.

Attitudes

- Students should develop:
- awareness and appreciation of the fact that the fulfilment of human needs in a complex society requires political organization;
 - respect for the discipline of politics as a means of understanding human interaction at the global level;
 - appreciation and acceptance of the range of political values that are important to various societies;
 - a positive attitude towards the principle of providing equality of opportunity for all people;
 - awareness and appreciation of the need for a systematic study of international relations;
 - the ability to enjoy abstract thinking;
 - interest in the concept of leadership and its application in both actual and theoretical situations.

Knowledge

Students should develop an understanding of:

1. The Nature of Politics: The Art of the Possible?
 - theories of universal basic needs;
 - selected examples of political organizations designed to meet human needs;
 - the basic factors required to organize a society;
 - the meaning of the phrase “equality of opportunity” and the means by which governments attempt to provide it;
 - the features of a utopian society;
 - the meaning of the phrase “political philosophy”.
2. Ideologies
 - the meaning of the term “ideology”;
 - several functions of ideology;
 - the concept of the political spectrum and examples of related elements (e.g., “the left”, “the right”);
 - aspects of several ideologies, (e.g., liberalism, conservatism, Marxism, fascism, socialism).
3. International Relations
 - the concepts of federation and confederacy;
 - the function and structure of the British Commonwealth and the European Economic Community;
 - the function and structure of selected non-state organizations of the contemporary world.

Case studies might focus on any of the following: liberation movements, multinational corporations, international government organizations (e.g., the World Court of the United Nations);

 - definitions of: diplomatic corps, protocol, embassy, consulate;
 - characteristics of the machinery of diplomacy.

4. War and Peace
 - major concepts that help people understand the causes of war (e.g., aggression, territorial imperative, ideology, lack of communication, attitudes towards world law, fear);
 - definitions of: *coup d'état*, civil war, guerrilla war, terrorism, total war, cold war, propaganda war, hot war;
 - factors that contribute to a nation’s choice of a type of peace or war (e.g., technology, values);
 - some of the significant technological developments that have affected warfare since 1945;
 - features of modern warfare and the economic, political, and social impact of war on those it involves;
 - strategies for peace (e.g., isolation, alliance, non-alignment, sanctions, foreign aid, adjudication), as illustrated in examples;
 - initiatives or organizations that promote peace (e.g., arms-control talks, “world interest” conferences, cultural exchanges, friendship centres, grass-roots or popular peace groups), as illustrated in examples;
 - the peace-keeping role of the United Nations, with particular reference to Canada’s role;
 - definitions of: internationalism, collaboration, détente, sovereignty, international security;
 - principles that contribute to internationalism;
 - ways in which such principles have affected internationalism, as illustrated in examples.
5. Case Studies
 - a major contemporary political issue:
 - a) in a geo-political area (e.g., Latin America, the Near East, Africa, the Far East, Europe); or
 - b) in relations between superpowers.

Sample Unit 1.
The Nature of Politics:
The Art of the Possible?
advanced level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for advanced-level courses developed from this program are prescribed.*

Description

In this unit, students explore the political process and develop a frame of reference for analysing and judging that process. This investigation should familiarize students with the sequential structure of the study of politics and the concepts contained within it.

Unit Objectives

Cognitive Skills
Students should be able to:

	I	D	E
– develop an issue-analysis/decision-making organizer for examining major human needs			x
– develop a comparison organizer for examining different views about human needs			x
– make decisions about the implications of their ranking of human needs		x	
– make predictions about social structures from conclusions regarding political philosophies			x
– speak persuasively in a debate on the merits of particular views of human needs		x	
– write an essay of not more than 1000 words, using bibliography and footnotes, applying a thesis about political philosophy to different societies	x		

- I – Introduce
- D – Develop
- E – Extend

Attitudes

Students should develop:

- awareness and appreciation of the fact that the fulfilment of human needs in a complex society requires political organization;
- awareness of the complex nature of politics;
- awareness and appreciation of the discipline of politics as a means to understanding human interaction at the global level.

.....
Knowledge

Students should develop an understanding of:

- theories of universal basic needs;
- ways in which political organizations may be designed to meet human needs, as illustrated in examples;
- the basic factors required to organize a society;
- the features of a utopian society;
- the meaning of the phrase “political philosophy”;
- the meaning of the phrase “equality of opportunity”.

Topics

1. The Universal Basic Needs
2. Ways in Which Societies Have Achieved Their Basic Needs
3. The Criteria Used in Organizing a Society
4. Factors That Determine the Development of a Political Philosophy

Sample Teaching and Formative-Evaluation Strategies

- Brainstorm with the students the topic: What are the major human needs common to all people? Students develop an issue-analysis/decision-making organizer for their ideas and information. When the chart is complete, students tentatively rank their choices and make decisions about the implications of their findings.
- Introduce untitled descriptions of a variety of views of human needs (e.g., those of Freud, Adler, Maslow). Working in groups, with a particular description assigned to each group, students discuss and report on the merits of the views. The other groups debate the merits of the position of the reporting group. A comparison chart could be created to help summarize the conclusions the exercise has generated.
- Show historical and contemporary pictures in which human organization for the purpose of meeting needs is evident. Students analyse how each picture shows human needs being met and discuss the necessity of political organization to fulfil human needs.

- Have students research and write an essay of not more than 1000 words, using bibliography and footnotes, applying a thesis about political philosophy to different societies.
- Have students locate and read literature about affirmative action. Students then develop an organizer to examine ways to promote equal opportunity.

Sample Summative-Evaluation Strategies

- Have students write a research essay of about 1000 words in which they describe a utopian society structured around such basic philosophical questions as: What does it mean to be “human”? How can people achieve the “good life”? How can individuals receive justice? Who should rule?
- Have students follow up the preceding activity by developing a comparison organizer in which they compare their utopian society to those of one or two other students.

The program for economics is contained in the guideline *Business Studies: Economics, Senior Division and OAC, 1986*. The program should provide students with an understanding of our economic system and the various forces that affect individual, household, organizational, and social decision making in our society. Students are introduced to basic economic concepts that serve as a foundation for economic inquiry, reasoning, and analysis.

Prerequisites	– none
Credits	– one For further information, see section 5.5.2, “Modules”, in Part A of this guideline, <i>Policy and Program Considerations</i> . The credit earned in this course may, at the individual student’s discretion, be used as (a) a credit in history and contemporary studies or (b) a credit in business studies. In addition, the credit earned may be counted as one of the eight required for concentration in business studies. This course may form part of a school’s history and contemporary studies or business studies program.
Course Code	– HXE or BEC/CEC

Society: Challenge and Change

Rationale

“Society: Challenge and Change” introduces students to the systematic study of social organization in order to help them become mature, rational, caring adults, equipped to deal with social issues and problems. The contribution of the social sciences to our understanding of human behaviour and the unprecedented strains that technological and social changes have placed on our society are considered. Students also explore ways in which individuals see themselves and others, relate to others in a variety of social settings, adapt to a constantly changing society, and may actively participate to influence these changes.

Aims

- Courses planned shall assist and encourage students to:
- become aware that they can shape their lives by making rational choices;
 - understand various disciplines for the study of people and society – e.g., sociology, psychology, and anthropology;
 - understand human behaviour;
 - develop the ability to identify problems and offer possible solutions;
 - understand how equality of opportunity benefits society;
 - develop a sound base of knowledge for future application;
 - develop self-confidence and self-esteem;
 - improve their facility in using cognitive skills to process and communicate information in a variety of contexts.

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Special Considerations

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Compulsory units

To ensure a basic correspondence among the different levels of difficulty of this program, three units are compulsory: “The Nature of the Human Species”, “Social Behaviour”, and “Human Communication”. These units provide:

- an introduction to the three disciplines on which the course is based: sociology, psychology, and anthropology;
- an introduction to the concepts of uniqueness, individuals, and interrelationships;
- a focus on cognitive skills;
- a package that can be organized to achieve all of the aims of the program, whether it is offered as a module or a full credit.

A minimum of 30 per cent of a course developed from this program must be devoted to these three core units.

Prerequisites	– none
Credits	– one
	For further information, see section 5.5.2, “Modules”, in Part A of this guideline, <i>Policy and Program Considerations</i> .
Course Code	– HSC

.....
Basic Level

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Overview

Basic-level courses should help students relate some of the central findings of sociology, psychology, and anthropology to their own lives and needs. In the three compulsory units, the nature of the human species, the nature of social behaviour, and the nature of human communication are considered. Basic-level courses shall also include at least three of the other units listed. The focus is on the development of personal skills, social understanding, self-confidence, and self-awareness, as well as on the ability to make a positive contribution to society and to function effectively in the world of work.

Units

	Minimum Time Allotment %
1. The Nature of the Human Species*	
2. Social Behaviour*	30
3. Human Communication*	
4. The Impact of Culture	
5. Social Institutions	
6. Conformity and Alienation	
7. Aggression and Violence	
8. Social Issues	
9. The Future: Coping With Change	

*Asterisk indicates compulsory unit.

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to basic-level courses developed from “Society: Challenge and Change”.

Attitudes

- Students should develop:
- self-confidence and self-esteem;
 - sensitivity towards other groups and individuals;
 - confidence in expressing their own opinions while being receptive to the views of others;
 - sensitivity to the emotional concerns of others.

Knowledge

Students should develop an understanding of:

1. **The Nature of the Human Species**
 - ways in which humans differ from animals;
 - the effects of heredity and environment on behaviour;
 - basic human needs.
2. **Social Behaviour**
 - the process by which individuals develop into social beings;
 - the definitions of prejudice, stereotyping, and discrimination (with examples of their operation in our society);
 - some of the components of personality and ways in which personality is shaped;
 - characteristics of group behaviour;
 - ways in which equality of opportunity helps a society to progress.
3. **Human Communication**
 - types of human communication;
 - barriers to communication;
 - the role played by the mass media in communication.
4. **The Impact of Culture**
 - the meaning of culture;
 - ways in which cultures differ from one another;
 - the cultural contributions to Canadian society of various ethnic groups.
5. **Social Institutions**
 - the role played in society by various institutions (e.g., school, family, police, courts);
 - the structure (or organization) of a number of different institutions.

6. **Conformity and Alienation**
 - the meaning of the term “conformity”;
 - reasons why people conform;
 - the meaning of the term “alienation”;
 - reasons why people become alienated;
 - ways in which people express their alienation.
7. **Aggression and Violence**
 - causes and effects of violence and aggression in our society;
 - differences in levels of violence from one society to another and possible reasons for these differences;
 - the influence of such aspects of popular culture as sports, music, films, TV, and comic books on aggression in our society.
8. **Social Issues**
 - the main features of the debates about such issues as capital punishment, sexual harassment, the drinking age, crime and punishment;
 - methods or procedures for resolving conflicts about social issues.
9. **The Future: Coping With Change**
 - likely future developments in such areas as science, technology, medicine, the family, education, lifestyles;
 - the types of changes that are presently occurring in the world of work and leisure;
 - ways to prepare ourselves to cope with such changes.

Sample Unit 1.
The Nature of the Human Species,
basic level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for basic-level courses developed from this program are prescribed.*

Description

In this unit, students are introduced to the scope and methodology of the program. The uniqueness and the origins of human nature are explored, and the disciplines of sociology, psychology, and anthropology are used to determine the influences of heredity and environment on human behaviour.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– generate factual, definitional, and comparative questions about human and animal characteristics	x		
– select the “best” questions dealing with human and animal characteristics		x	
– distinguish between information that is relevant to an understanding of human nature and information that is not	x		
– connect information about a chosen personality to the idea of traits that are determined by heredity or environment	x		
– defend their opinion about which personal characteristics are hereditary and which are environmentally determined	x		
– draw conclusions about human nature based on evidence	x		

I – Introduce
D – Develop
E – Extend

Attitudes

Students should develop:

- confidence in expressing their own opinions;
- willingness to consider alternatives.

Knowledge

Students should develop an understanding of:

- ways in which humans differ from animals;
- the effects of heredity and environment on behaviour;
- basic human needs.

Topics

1. The Uniqueness of Human Beings

- characteristics of humans

2. Human Behaviour

- ways in which human behaviour differs from animal behaviour
- basic human needs

3. The Effects of Heredity and Environment

- ways in which these forces affect and shape behaviour

Sample Teaching and Formative-Evaluation Strategies

- Brainstorm with the class to develop a list of human characteristics and traits, and have students compare them with those of animals. Students then generate factual, definitional, and comparative questions about human and animal characteristics and select the “best” questions.
- Show films and/or videotapes that focus on human characteristics, and build up a chalkboard outline for students’ guidance in note taking. Students then draw conclusions about human nature based on their viewing.
- Ask students to complete a diagram based on the question “Who and what am I?” Students organize the information to reflect those things they value most.
- Develop a chalkboard diagram on the characteristics of a particular person (e.g., a rock star, a film star, a teacher, a student volunteer). Have students identify traits that result from heredity, environment, or both, and defend their opinions.

Sample Summative-Evaluation Strategies

- Have students indicate on their “Who and what am I?” charts characteristics that are the result of (i) heredity and (ii) environment. The categories could then be subdivided, as shown in the chart below:

My characteristics	Sources of influence					
	heredity		environment			
	mother	father	friend	school	religion	TV
I am tall.		x				
I am blonde.	x					
I love parties.			x			
I am good at sports.	x			x		

- Have students work in small groups to develop a list of basic human needs. One member from each group then participates in a panel discussion on the topic and defends his or her group’s opinions about basic human needs.

General Level

Overview

General-level courses should help students relate some important findings of the disciplines of sociology, psychology, and anthropology to their own lives and needs. In the three compulsory units, the nature of the human species, the nature of social behaviour, and the nature of human communication are considered. General-level courses shall also include at least four of the other units listed. The focus is on the development of self-awareness, social understanding, and life skills. As well, investigation of career opportunities and community services as part of preparation for the world of work is a priority.

Units

	Minimum Time Allotment %
1. The Nature of the Human Species*	
2. Social Behaviour*	30
3. Human Communication*	
4. The Impact of Culture	
5. Social Institutions	
6. Conformity and Alienation	
7. Aggression and Violence	
8. Social Issues	
9. The Future: Coping With Change	

*Asterisk indicates compulsory unit.

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to general-level courses developed from “Society: Challenge and Change”.

Attitudes

- Students should develop:
- self-confidence and self-esteem;
 - willingness to co-operate in group and class discussions;
 - sensitivity to individual and group differences within Canadian society;
 - sensitivity to other cultures;
 - appreciation of the usefulness of cognitive skills in processing and communicating information and ideas;
 - willingness to discuss their own values;
 - sensitivity to change and awareness of how to cope with it.

Knowledge

Students should develop an understanding of:

1. The Nature of the Human Species
 - the characteristics of the three disciplines: sociology, psychology, anthropology;
 - the differences between human beings and the higher animals;
 - theories about human needs;
 - various theories about the influence on human behaviour of heredity and environment.
2. Social Behaviour
 - the process by which personality develops;
 - the differences between classical and operant conditioning;
 - the major influences that contribute to each individual’s social development;
 - the definitions of prejudice, stereotyping, and discrimination;
 - the social and psychological causes, effects, and implications of prejudice, stereotyping, and discrimination;
 - ways in which equality of opportunity helps a society to progress.
3. Human Communication
 - human and animal types of communication: verbal, symbolic, body;
 - barriers to communication existing within the English language (e.g., buried concepts, loaded terms, jargon, prejudice);
 - ways to overcome barriers to communication.
4. The Impact of Culture
 - the role of the mass media in Canadian society: TV, movies, advertising;
 - the meaning of the concepts of culture, assimilation, and multiculturalism;
 - the ways in which anthropologists view culture;
 - the similarities and differences between comparable aspects of the cultural customs and mores of two or more tribes, such as the Masai and the Tasaday.

5. Social Institutions
 - the purpose and function of such institutions as the school and the family;
 - the changing nature of institutions.
6. Conformity and Alienation
 - the meaning and application of such concepts as conformity and alienation;
 - the reasons why people conform or become alienated;
 - psychological studies that have been employed to examine behaviour patterns associated with conformity and alienation;
 - the application of such concepts as conformity and alienation to Canadian case studies.
7. Aggression and Violence
 - the causes and nature of aggression and violence;
 - the nature of aggression and violence as illustrated in cross-cultural comparisons (e.g., in Canada, the USA, Japan, Sweden).
8. Social Issues
 - the main arguments relevant to such issues as capital punishment, changing roles and expectations for individuals and groups, the role of prisons;
 - methods or procedures for resolving social issues.
9. The Future: Coping With Change
 - the impact on society of science and technology in such fields as education, law, the family, medicine, work, and leisure;
 - the causes and nature of the changes taking place in the workplace and their own personal lives that will affect students in the future.

Sample Unit 1.
The Nature of the Human Species,
general level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for general-level courses developed from this program are prescribed.*

Description

In this unit, students are introduced to the disciplines, methodology, and major focus of the program. Human nature is explored through comparisons of early human beings, modern human beings, and the higher animals. The influences of heredity and environment on human behaviour are also examined. This investigation should help students develop awareness of themselves as individuals in a dynamic society.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– generate decision-making, causal, and ranking questions concerning factors that account for social isolates and/or feral children		x	
– select the “best” questions about the factors that account for social isolates and/or feral children			x
– evaluate information about early and modern humans for relevance and bias		x	
– gather data on human and animal needs and evaluate for logical errors	x		
– modify their conclusions about the rank order of human needs, based on new evidence		x	
– draw conclusions about the similarities and differences between higher animals and humans, based on a rational evaluation of evidence collected		x	

- I – Introduce
D – Develop
E – Extend

Attitudes

Students should develop:

- confidence in processing and communicating information and ideas;
- sensitivity to the opinions of others.

Knowledge

Students should develop an understanding of:

- the characteristics of the three disciplines: sociology, psychology, and anthropology;
- the differences among early human beings, modern human beings, and the higher animals;
- Maslow’s “Hierarchy of Universal Human Needs”;
- the various theories about the ways in which heredity and environment influence human behaviour.

Topics

1. Characteristics of the Disciplines of Sociology, Psychology, and Anthropology
2. Differences Between Humans and the Higher Animals
 - Maslow’s “Hierarchy of Universal Human Needs”
3. The Various Theories About How Heredity and Environment Shape Our Behaviour

Sample Teaching and Formative-Evaluation Strategies

- Have students develop a personal file, with a profile sheet organized around headings pertaining to family background, interests, and aspirations as the first entry in their file. Students then make a collage representing themselves on the back of the file.
- Brainstorm with the class the fundamental needs/drives/wants and have students rank these in order of priority. Students then compare a chart showing Maslow’s “Hierarchy of Universal Human Needs” with their own ranking system, noting any logical errors in the data and distinguishing between human and animal needs. The concepts are reinforced with a film-strip and a worksheet on Maslow. Students should be prepared to modify their original conclusions as they examine new evidence.
- Introduce students to case studies of social isolates and/or feral children (e.g., Anna/Isabelle, Helen Keller, Dibs), and have students identify the level of needs on which the individual in each study is operating.
- Use the same case studies of social isolates and/or feral children to have students generate decision-making, causal, and ranking questions about the inherited and/or environmental factors that account for the condition of these children. Students then select the “best” questions and use them as the focus of an inquiry.
- Have students compare humans with higher animals, as shown in the chart below:

Species compared		humans	higher animals
Categories of comparison			
physical characteristics	bone structure		
	posture		
	size		
social characteristics	groups		
	communication		
	behaviour		

Students then evaluate the data for relevance and bias and draw conclusions about the significance of the differences they discover.

Sample Summative-Evaluation Strategies

- Provide three different readings defining and describing each of: sociology, psychology, and anthropology. Divide the class into three groups and provide each group with three readings, one for each discipline. Each student is assigned one of the three disciplines. Groups consider a list of questions that different social scientists would ask regarding the Canadian family, and each individual identifies statements from his or her own discipline.
- Provide students with a list of characteristics to categorize as the result of either heredity or environment. Students work in pairs or small groups to compare answers and develop an overall system of categorization.

Advanced Level

Overview

Advanced-level courses should help students to understand the theoretical principles and practical applications of the social sciences. In the three compulsory units, the nature of the human species, the nature of social behaviour, and the nature of human communication are considered. Advanced-level courses shall also include at least five of the other units listed. The focus is on the development of self-awareness and social understanding and on the acquisition of the knowledge and skills needed to cope with a rapidly changing world. Providing students with an academic basis for future studies is also a priority.

Units

	Minimum Time Allotment %
1. The Nature of the Human Species*	
2. Social Behaviour*	30
3. Human Communication*	
4. The Impact of Culture	
5. Social Institutions	
6. Conformity and Alienation	
7. Aggression and Violence	
8. Social Issues	
9. The Future: Coping With Change	

*Asterisk indicates compulsory unit.

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to advanced-level courses developed from “Society: Challenge and Change”.

Attitudes

Students should develop:

- self-confidence and self-esteem;
- appreciation of the social sciences of sociology, psychology, and anthropology as means of acquiring awareness of the individual and society;
- willingness to co-operate in group and/or class activities;
- sensitivity to other cultures;
- the confidence to examine their own attitudes and to compare them to those of others;
- appreciation of the usefulness of cognitive skills in processing and communicating information and ideas;
- appreciation of the need to reserve judgement until significant information on an issue is collected;
- appreciation of the moral, ethical, and philosophical implications of choices currently facing the human race.

Knowledge

Students should develop an understanding of:

1. The Nature of the Human Species
 - the scope and methodology of sociology, psychology, and anthropology;
 - the nature of the species: theories and implications;
 - the influence of heredity and environment: theories and implications.
2. Social Behaviour
 - ways of examining the lifelong process of socialization;
 - psychological studies of perception and learning;
 - methods of evaluating theories of socialization and personality formation;
 - ways to determine the causes, effects, and implications of prejudice, stereotyping, and discrimination;
 - ways to assess the benefits of equality of opportunity within a society.
3. Human Communication
 - the definition of communication;
 - the definition of human language;
 - types of animal and human communication;
 - humour as a uniquely human characteristic;
 - communication barriers within a language and ways to overcome them.
4. The Impact of Culture
 - the role of the mass media: movies, TV, advertising, music, and art;
 - the meaning of the terms “culture”, “acculturation”, and “assimilation”;
 - the scope of culture: roles, norms, values;
 - similarities and differences in comparable aspects of one or more cultures;
 - the anthropological approach to culture.

5. Social Institutions
 - the purpose, evolution, and functions of traditional institutions;
 - the characteristics of at least one of the institutions in Canadian society, as revealed by an in-depth study.
6. Conformity and Alienation
 - the societal need to conform, the social pressures to conform, and the significance of research in this area;
 - the definitions of such concepts as conformity and alienation;
 - ways in which such terms as conformity and alienation can be applied in Canadian case studies of, for example, the poor, the aged, or the young.
7. Aggression and Violence
 - definitions of violence and reasons why it occurs;
 - some theories of aggression;
 - the characteristics of some non-aggressive societies (e.g., the Pueblo Indians and Trobriand Islanders);
 - the findings of studies of violence and aggression in Canadian society.
8. Social Issues
 - the findings of studies of social attitudes towards such issues as alcohol and drug abuse, women’s rights, capital punishment, and the age of majority.
9. The Future: Coping With Change
 - major changes the future is likely to bring and ways to cope with them;
 - the findings of studies about future developments and ways to cope with these developments in such areas as:
 - a) technology
 - b) work and leisure
 - c) biogenetics
 - d) living conditions (food, housing, family structure, energy, transportation)
 - the nature of change, using concepts developed by futurists.

Sample Unit 1.
The Nature of the Human Species,
advanced level

This sample unit represents *one way* to plan and teach the unit. Teachers may adapt this unit or devise their own. *Only the major objectives for advanced-level courses developed from this program are prescribed.*

Description

In this unit, students examine the scope and methodology of the disciplines of psychology, sociology, and anthropology and explore and evaluate various theories about human origins and the relative influences of heredity and environment on human behaviour. This investigation of the development and nature of human beings should help students increase their social and self-awareness.

Unit Objectives

Cognitive Skills

Students should be able to:

	I	D	E
– generate factual, definitional, causal, and speculative questions that social scientists might ask about a picture			x
– formulate a question for an inquiry comparing the disciplines of sociology, psychology, and anthropology			x
– evaluate information on the effects of heredity and environment for logic, consistency, accuracy, and underlying assumptions	x		
– identify different perspectives in information on human nature and evolution		x	
– critically weigh alternative theories of human nature and evolution in order to develop their own theory	x		
– recognize cause-and-effect relationships in information dealing with the effects of heredity and environment			x

I – Introduce
D – Develop
E – Extend

Attitudes

Students should develop:

- appreciation of the social sciences of sociology, psychology, and anthropology as means of acquiring awareness of the individual and society;
- the ability to enjoy assessing divergent ideas and interpretations and solving problems.

Knowledge

Students should develop an understanding of:

- the scope and methodology of sociology, psychology, and anthropology;
- the nature of the human species: theories and implications;
- the relative influence of heredity and environment: theories and implications.

Topics

1. The Disciplines of Sociology, Psychology, and Anthropology

- the scope and methodology of these disciplines

2. Theories About the Origins and Nature of the Human Species

- analysis of the various theories

3. Theories About the Influence of Heredity and Environment on Human Behaviour

- evaluation of the various theories

Sample Teaching and Formative-Evaluation Strategies

– Give students (i) a reading on each of the three disciplines and (ii) a situational picture or photograph. Students generate questions (factual, definitional, causal, and/or speculative) that a social scientist from each of the three disciplines might ask about the picture or photograph.

– Have students compare the disciplines of sociology, psychology, and anthropology by first formulating a question for the inquiry and then organizing their information as shown in the chart below:

Discipline	sociology
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Categories of comparison

scope of discipline

view of individual

view of group behaviour

methods used to generate data

– Hand out and analyse with the students (i) Maslow’s “Hierarchy of Universal Human Needs” and (ii) selected readings on human development. Have students identify different perspectives in the readings. Students then construct their own theory of human nature and evolution.

– Divide the class into groups and have each group develop a library project on the effects of heredity and environment on human behaviour, with emphasis on refining library skills in locating various types of materials (e.g., filmstrips, kits, vertical guides). Each group is responsible for presenting a summary of its findings to the class on an acetate, ditto, or chalkboard. As well, each student produces a report on the topic, complete with bibliography. Students are encouraged to evaluate carefully the information they locate for logic, consistency, accuracy, and underlying assumptions. They may do this by, for example, finding more than one source documenting their information.

– Have students compare and contrast the views about moral development of Lawrence Kohlberg and Carol Gilligan.

– Give students suggestions for readings in scholarly journals about possible causes of sex differences in one of: (i) achievement, (ii) aggression, (iii) thinking (in mathematics, language, etc.), and (iv) depression. Students then consider the question in a class discussion.

Sample Summative-Evaluation Strategies

- Develop a summative-evaluation sheet and give it out to the students at the beginning of the course. As each project, test, or worksheet is returned, students check off the skills and the knowledge components involved and the marks they have achieved. At the end of each unit, students write a short analysis identifying their strengths and weaknesses and compose a personal statement of commitment to be used for a future performance self-evaluation.
- Have students research and compare the views of two of Freud, Skinner, Erikson, Jung, or Jean Baker Miller about “dependency” in the two sexes. Consideration should be given to what these authors believe is “natural” (or genetically based) and what they believe is shaped by the environment. Students’ ability to formulate a question for an inquiry, develop categories of comparison, locate and evaluate information, and draw conclusions should be assessed.

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World Religions

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Rationale

“World Religions” introduces students to the fact that the spiritual nature of human beings is identified in virtually every culture in the world and that some form of religious life and expression runs like a thread throughout human history from the earliest days. Much of this expression derives from the search for answers to questions about the meaning of life and the mysteries of nature. Religion and religious forms are investigated as one way in which societies have attempted to find answers to these fundamental questions and to interpret and respond to human experience.

The study of the religious experience of others takes place in the context of a world that is growing smaller as a result of the increased speed of travel and communication and our consequent need to become aware of the traditions, responses, and aspirations of other people.

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Aims

Courses planned shall assist and encourage students to:

- develop a sympathetic understanding of the meaning of different religions and their effect on the life and thought of their adherents;
- become aware of some of the fundamental questions about themselves and their relationship to their fellow human beings, the universe, and the concept of a transcendent order;
- develop self-confidence and self-esteem;
- improve their facility in using cognitive skills to process and communicate information in a variety of contexts.

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Special Considerations

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Course design

Since it was first introduced, the guideline *World Religions, Senior Division, 1971*⁵ has been able to meet the unique and special needs of a variety of boards of education. For that reason, the world religions program in this guideline follows the format of the world religions guideline and refers teachers to it. However, local boards and schools are encouraged to develop courses of study, at the three levels of difficulty, that focus on the attitudinal aims of the program and the cognitive-skills objectives outlined in Part A of this guideline, *Policy and Program Considerations*.

Prerequisites	– none
Credits	– up to two
Course Code	– HRW

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Scope of Courses

At some stage during the course students should explore the question “What is religion?”, even though it defies definitive answer. In planning a course, teachers will have to prepare practical answers to the question. The claims of such belief systems as secular humanism or Marxism to be counted as religions will depend on the answer given to this question. The section “Some Possible Approaches” (pages 132–39) suggests ways in which this matter may be investigated.

Developing a sympathetic understanding of the meaning of different religions and their effect on the life and thought of their adherents will demand much more than the study of the main points of belief held by members of a religion. Just as religions have affected many aspects of human life, so understanding those religions demands a study of a wide range of human activity. The implications of the position outlined here for course planning are explored later in this section.

Examining the different ways people have dealt with the fundamental questions about themselves and their relationship to others, to the universe, and to the concept of a transcendent order can be of assistance to an individual student, but it should in no way be the role of the school or the teacher to tell the students which beliefs they should hold; such a decision is the prerogative of the individual.

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5. Ontario Department of Education, *World Religions, Senior Division, 1971* (Toronto: Ontario Department of Education, 1971).

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**Teaching a World
Religions Course**

An understanding of a religious tradition or position requires a study with many dimensions. A wide range of resources is necessary, and one of the most valuable can be the various teachers in the school whose special interests have brought them into contact with different aspects of the religions of the world. Art teachers may well be of value in examining the artistic traditions inspired by religion. Literature teachers may be of help in exploring both the sacred writings of a religion and other literary forms that spring from religious traditions and observances. Drama had its origins in religious ritual, and teachers of theatre arts can assist in examining the details of drama in various religious contexts, should such a study serve the purposes of a locally planned course. Geography, history, and music can contribute also. For the more sociological aspects of an inquiry, family studies teachers may be of assistance.

Any teacher co-ordinating such a course must be familiar with a number of religious traditions and must also be able to relate the doctrinal aspects to the social dimensions suggested above. A climate should be fostered in which a religion is examined sympathetically; the development of real understanding rather than superficial or condescending tolerance must be a prime objective. The teacher must plan a course that both considers the interests of the students and develops a reasoned and balanced account of the religions being investigated. The study of religions should assist students to clarify their own positions without being told to adopt any specific viewpoint.

Many teachers have had no opportunity to explore various religions during their own education, but it is imperative that the course be taught by those who are qualified by virtue of either formal or informal study.

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**Organizing a Course in
World Religions**

The most important considerations in designing a study of world religions will be the organization of the course and the selection of material. Faced with a large number of religious traditions, each one of which could absorb many lifetimes of study, a teacher must avoid both a superficial treatment that will prevent students from developing a reasonable understanding of a religion and an excessive attention to detail that may obscure the fundamentals of a religion.

Decisions must also be made about how many subgroups within a single religious tradition should be studied. Most of the major religions are divided into a number of sects and/or denominations, some of which must be carefully examined if one is to understand the religion at all. For example, a study of Buddhism today should distinguish between the Theravada and Mahayana forms, and a study of Christianity should recognize the Orthodox, Catholic, and Protestant forms. On the other hand, to attempt to understand all of the many divisions within, for example, Protestantism or Hinduism would be beyond the scope of a course of this type.

An important factor to consider in planning is the extent to which the course will deal with abstract ideas. The study of the philosophical positions held by various religions can produce a heavily abstract course that may appeal to some students but seriously diminish its value for others. By concentrating on some of the more tangible aspects of religious expression, a teacher can broaden the appeal of the course and at the same time bring it closer to the experience of the students; artifacts may convey what consideration of abstractions cannot. Such an approach would be particularly suitable as an introduction to a religious tradition. It could then be balanced by a discussion that would relate the practical to the philosophical.

In broadening the experience of students, one useful medium can be visits to various religious centres by the students or to the school by representatives of religious groups. Such projects are undoubtedly easier to arrange in some areas than in others. Generally speaking, it is usually more valuable to have the class make the visit rather than simply to invite a speaker to the school. A visit to a church, synagogue, or mosque can reveal a great deal about a religious tradition that a talk from a religious leader cannot.

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**Selecting Materials for a
World Religions Course**

Care must be taken to select, from the wide range of books and other learning materials available, those that reflect the approach of this guideline.

Among the many general accounts of world religions, some take a fairly narrow theological approach, while others place more stress on sociological and anthropological aspects. Many of these differences depend on the audience for whom the books were written. Those aimed at the general reader or specifically at secondary school students will be of value. Many of those written primarily as university textbooks will be valuable for reference. In a course in world religions there is advantage in using a variety of books so that students can have the experience of reading parallel accounts of the same tradition.

In addition to the various secondary sources for the religions, the students should have an opportunity to read some of the sacred writings that form so important a part of religious traditions. This will present a number of problems, for many such writings require considerable interpretation. This guideline makes some suggestions under each religion discussed, but it may be best to rely on one of several anthologies.

The printed page is limited in its capacity to convey the many dimensions of religious life. Every effort should be made to broaden the students' experience beyond this narrow scope. One way of achieving this breadth is by examining such aspects of religious tradition as religious objects and art, rituals, costume, architecture, and music. Film is especially important, both to illustrate aspects of the social, cultural, and religious life outside the experience of the students and to stimulate analyses and responses that will enable students to explore a tradition on both an intellectual and an emotional plane.

Another resource that should not be overlooked is a university department of religious studies. Many offer courses that are open to teachers who may be planning to teach world religions in their schools. In addition, some members of the university staff may be willing to discuss aspects of the planning of school programs. In some cases, members of departments may be willing to meet students and pursue in greater detail various facets of religious life or experience.

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**Dealing With the
Question of Objectivity**

In recent years, one of the most significant points raised by various writers on religious education in general and world religions courses in particular concerns the question of objectivity. The debate has centred on the contrast between two distinct points of view. Much religious education in the past has in one way or another had as its aim the acceptance by the students of a specific point of view together with the various forms of behaviour that that viewpoint demands. The opposite approach holds that religion is and has been a significant aspect of the lives of many people, but that the only areas that can legitimately be examined in the context of non-denominational schools are those that can be described objectively. That is, only those forms of religious expression or activity that can be *observed* properly constitute part of such an inquiry.

Neither viewpoint is particularly appropriate to a course designed to help students develop a sympathetic understanding of a variety of religious systems. One characteristic of most major religious traditions is that at some point in their perception of the world they transcend the purely objective. Any adequate study must, therefore, take this into consideration. Academic investigation of any sort requires objectivity and detachment, but world religions courses must include some attention, from a phenomenological point of view, to those elements of religion that are outside the normal scope of a purely objective study.

In this connection questions of evidence are bound to arise. Teachers must be prepared to accept a wide range of penetrating questions about the criteria that should apply in examining this area. The role of rational, non-rational, and other forms of support for religious positions should be borne in mind. Consideration of the historical reliability of documents, for example, forms a legitimate area of inquiry in which both scriptural and non-scriptural contemporaries might be examined.

Some Possible Approaches

Five possible ways of organizing a world religions course are suggested here. Many teachers will not wish to confine themselves to a single approach, but will prefer to draw upon several to suit the design of their locally planned course. Some features of these suggestions will seem familiar: the interdisciplinary approach described in this document includes various topics that have been part of the school curriculum for many years. Much history, literature, art, mythology, music, and so on, require and have long been taught with reference to a religious dimension or tradition.

As religions are the starting point for this particular study, however, certain differences will emerge. The student will be asked to explore the relationship among various factors in a more unified way than is done in the context of other programs and also to examine how aspects of a religion may affect other areas of life.

The fact that religions are the focal point of the study means also that the personal dimension of the course will relate to religious expression and experience. This dimension should be examined at some point during the presentation of the course, preferably through discussion. Care should be taken to chart a path between a vague pooling of personal opinion and the listing of a formal set of definitive answers to questions that would trespass on a student's need to develop these answers for himself or herself.

Decisions will have to be made on how abstract an approach to the material is appropriate. The suggestions that follow range from the exploration of fairly concrete questions to some highly abstract possibilities that could be handled in a way that would challenge adults. Between these two extremes, teachers should select an approach suited to the students for whom the course is being planned.

An inquiry approach

One way to make the study more concrete is to develop certain specific questions appropriate to the religions under study. Such questions could be devised by the teacher or worked out by teacher and students together. The following might prove useful in the early stages of such an approach:

- What are the objects or things associated with this religion, and what is their significance?
- Who are the religious leaders in the community, and what do they do?
- What are the sacred writings of this religion?
- What approach does this religion take to the concept of an afterlife?
- What are the principal tenets of belief in the religion?
- What forms of worship are used in the religion?

From such basic information further questions might emerge:

- What is the nature of the religious community?
- What is the relationship between religious and secular aspects of life?
- What is the attitude of this religion towards missionary activity?
- Why has this religion increased or decreased the number of its adherents in recent years?

A biographical approach

A study of this type might start with an examination of the lives of some leading figures. The lives of the Buddha, Jesus, and Muhammad, for example, could provide an important starting point in a study of the religions they founded. In religions such as Hinduism, where there is no single founder, the lives of various holy men and religious leaders could be studied: Ramakrishna, Tagore, and Gandhi, for example, could provide an introduction to Hinduism.

Even if the entire course is not organized on this basis, the inclusion of this aspect in a general study can be of value in seeing how a religious tradition influences the actions of its adherents.

A survey approach

The commonest approach to a study of world religions both in schools and universities, especially in an introductory course, is the general survey. A selection of perhaps four to six religions could be explored in a year, one of these being the religion to which the majority of the class belongs. The starting point of such a study could be one of the many general accounts of religions of the world. Additional resources should be available to provide a differing viewpoint where this is necessary and to supplement the basic text in such areas as art, ritual, and sacred writing.

In this approach there is no single right order in which the various religions should be presented, but there are several considerations that should guide the teacher's choice. Since objectivity is necessary to this study, there is some merit in not starting with the religion to which the majority of the class belongs. It may be easier to achieve a small measure of detachment once methodologies have been explored in less familiar areas. There is merit, however, in starting with a religion that is reasonably close to the students' own experiences. It may be unwise also to *conclude* with the religion of the majority of students, as this may imply a hierarchy of development inconsistent with the aims of the course.

Chronology – studying the religions in the order in which they started in time – is a possible organizing principle. Thus Hinduism would precede Buddhism, and Judaism would precede Christianity. An advantage of this approach is that, where some of the presuppositions of two religions are similar, the relationship between them may be more clearly understood. The periods of development are long, however, and it would be easy for such an approach to become preoccupied with the historical aspect to the neglect of the contemporary; in this sense it would defeat the purpose of this guideline.

An approach through the arts

No matter how a course is organized, it should include attention to the artistic tradition and to some of the works that have sprung from it. Such a study could also provide the starting point for an inquiry into the religious tradition.

While reflective and discursive literature can tell much about a religious tradition, the great variety of art forms provides further insights. Religion has been a major inspiration for artistic expression through the years. Painting and sculpture, for example, have long played a role in storytelling, in interpretation, in symbolic communication, in recording, and in exploring various emotional planes. The abundance of temples, churches, and synagogues testifies to the popularity of architecture as a medium for religious expression. Music has contributed many different dimensions to religious expression and is an inseparable part of worship in many religions. Verbal art forms should not be overlooked: drama, poetry, and the novel present great opportunities to explore a religious tradition and can often provide an insight into a mode of religious thought that may not emerge from other approaches.

An approach through the arts may permit students to identify more closely with the response of the adherent to a religious tradition through contact with various religious symbols and objects. The account of a religion given in many of the surveys is usually very different from the way in which an adherent perceives his or her own religious tradition. By studying the various objects that form a familiar part of the religious life and by coming to understand their significance, students can perhaps develop a view that to some extent approaches the religion from within the tradition rather than from a position of complete detachment.

A visit to a place of religious significance, either in person or through the medium of film, would have special value in such an approach. The Royal Ontario Museum and other museums would also serve as rich resources in examining the art associated with a tradition. The significance of many religious objects – mezzuzahs, chalices, fonts, and so on – can reveal a great deal about the contemporary application of one particular aspect of ritual; costume, too, can be the source of much information about a number of religions.

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Thematic approaches

A study organized around the development of certain themes within the religious traditions may solve some problems while posing others. By concentrating on one particular aspect of thought or life in the study of several religions, the students may find it easier to come to grips with the vast amount of material before them. Care should be taken, however, lest such a study degenerate into a point-form comparative approach at a superficial level.

One of the problems in this approach is that to achieve any depth, the study demands considerable familiarity with each tradition as a whole. There may, therefore, be advantages in using this technique towards the end of a course as a unifying feature, or in the second year of a two-year program, when the students can apply new organizing principles to what they have learned previously.

A thematic approach can be used with varying degrees of sophistication, from the simple and concrete to the highly abstract. There are many themes that could be examined in such a study: worship, festival, or ritual would be possible starting points. At another level, one might explore such topics as suffering, revelation, or obligation.

An advanced form of organization that might have considerable appeal for a class with a high capacity for abstract thought would consist of several themes, each one explored by reference to different religious traditions. There would be no need to explore the same theme in each religion.

A class with a great diversity of interests may prefer to explore some of these questions independently, with individuals or small groups of students examining different aspects of a religion and then bringing the results of their research to the entire group, so that each student can relate the experience of others to the results of his or her own inquiry.

Some organizing themes are:

The nature of religion. This topic would involve the study of common, universal elements in various religious traditions in societies with different degrees of economic and social complexity. In addition, some attention could be given to more general writing on the nature of religion.

Religious literature in history. Sacred scriptures could be examined through the reading of appropriate selections. The role that these scriptures play and have played in the life of each religion could then form a topic for more detailed study.

Religion and culture. This theme could be used to initiate exploration of the cultural and social setting of religion. The force of religion and religious institutions in moulding social mores can give students insights into the values that govern societies in different parts of the world. The relationship between religion and politics might be a useful focus. The problems religion faces today in different parts of the world would provide a context for the discussion of various social issues. In particular, the study of the role of religion in the life of Canada could make a significant contribution to the students' understanding of our society.

Some social and technological changes in the twentieth century present great challenges to the traditional forms of religion. A study of how different religions meet these challenges can be most relevant in the study of world religions.

Religion and science. Both in the present and at different periods in history, the claims and interests of religion and science have come into conflict. Some key area(s) of contention could be explored at the theoretical level through a discussion of the kinds of evidence relevant to each field: the contrast between revelation and empiricism. At a more practical level, the students could study ways in which conflicts have or have not been resolved.

Five religions. The pages that follow offer general comments and suggestions on five different religions. The choice made here is intended not to restrict the range of courses planned by teachers, but to give a general idea of the kinds of considerations that should govern the planning and development of a course. Similar considerations for other religions may emerge by analogy from those offered here. In particular, some teachers may wish to include Eastern religions not mentioned here, if student interest warrants it. An examination of early religions, or of religions in less fully developed societies, may also add an important dimension to some studies.

Hinduism

A striking feature of Hinduism is its complexity and diversity. Within this vast religion there are so many different philosophical and theological positions that it is sometimes difficult for an outsider to sense any unity in the tradition.

There are various approaches that might help students to understand this diversity. An examination of the concept of transcendence and the transcendent order with which the believer identifies himself or herself, for example, can lead to the idea of a non-personal vision of ultimate reality. The concept of Brahman and the various personal manifestations can be approached either through the philosophical position or through the many stories of gods. Students should become aware of at least Brahma, Vishnu, and Shiva, and perhaps some of the others most closely associated with them.

Hindu life will be comprehensible to students only if they understand the difference between the basic premises of living in a Hindu as opposed to a Western culture. Such fundamental concerns would include perceptions of human wants and of the way to reach the highest point in human achievement through the paths of knowledge, work, love, and the disciplines of the classical yoga. Students can extend their understanding of the first three of these concepts through examining the concepts' special meanings within Hinduism. Current interest in yoga and meditation can provide a useful introduction to the reflective forms of spiritual discipline.

An anthropological approach might start with the Eastern perception of time, which is so different from the Western view, and which affects many facets of life in religious and other contexts. The law of karma, with its ethical and social implications, the special meaning of festivals, and the role that sacred literature plays all relate to this different perception of time.

In approaching sacred writing, most Western readers start with the Bhagavad Gita. This will probably have the most immediate appeal to students. It might be followed, should time permit, by some Vedic hymns and some Upanishads. The context of these readings in the epic tradition should be examined, although it will be at only an elementary level.

The diversity of Hinduism can be illuminated through historical study and through an examination of the various art forms that spring from the religious tradition.

It is particularly important to encourage some awareness of India as the home of Hinduism. Film is perhaps the most effective medium, short of an actual visit. Indian cultural centres, if they exist in the community, might also provide a substitute for travel. Such aspects of Indian life as incense, music, and food may add an experiential dimension that reading alone cannot provide.

Buddhism

The life of Buddha as preserved in the mythology is so dominant and so appealing that an examination of his life and career can be a useful starting point. A considerable amount of the Buddha's teaching has been recorded, and students should have an opportunity to read some of this. Students should become familiar with the two major branches of Buddhism and have some idea of the distinctive characteristics of each. In particular, the question of the relationship of people to society should be examined in considering the two branches; many differences between the two may be explained by the positions taken on this matter. Also of prime importance is the position taken by the different schools of Buddhism on the question of transcendence.

This latter point leads naturally into an examination of the nature and definition of religion. In particular, the question of whether a body of belief or response may be considered a religion without a belief in a god or gods can lead to some important discussions.

As with most religions, the doctrines and systems of belief in Buddhism are complex. Some points, however, are relatively straightforward and should be examined by the students in some detail. They should, for example, become familiar with the Four Noble Truths and with the Noble Eightfold Path. In particular, it will be appropriate to examine the Buddhist attitude towards suffering, which is so characteristic of Buddhist thought. Also of prime importance is the Sangha, which can be considered in both historical and contemporary settings. These aspects of Buddhism may be understood at many different levels: at the simplest level, students may explore their own reactions to the principles on which Buddhism is founded and see how their own experience coincides with these attitudes to life and living; at a more sophisticated level, the views of Buddhism invite mature and penetrating philosophical examination.

Of the various Mahayana forms of Buddhism, the one best known in the West is Zen. It has attracted several prominent spokespeople, and many students may be more interested in this branch of Buddhism than in others. For the teacher this presents some problems because Zen yields less to description through the printed word than other religions. A useful approach might be through film, which, taken in conjunction with some of the available accounts, may be able to convey something of the spirit and flavour of this particular religion and philosophy of life. It will be found that it is almost impossible to understand Zen without some experiential element; for example, such an element is essential for understanding the role of meditation in the religion as a whole.

The roots of Buddhism in Hinduism should also be noted, and for this reason there is much to be said for examining Hinduism prior to Buddhism. Also, in the historical dimension, it may be helpful to pay some attention to the difference between the teachings attributed to the Buddha himself and those that have grown up since his time.

If the course as a whole has stressed the contemporary scene, there might be value in considering such recent developments as the Soka Gakkai movement and the political role that Buddhism has played in recent years.

Judaism

One possible entry point for the study of Judaism might be an examination of the fundamental role of the family in the religion as a whole, followed by consideration of such matters as worship and observances. The study could then be expanded to include these topics as they relate to the larger community. At this point the students could also explore the role of the rabbi and cantor, the place of the synagogue, and the historical and contemporary importance of the Sabbath, the festivals, and the high holy days.

A visit to a synagogue, with an opportunity to meet the rabbi if this is possible, could contribute greatly to a study of Judaism. An opportunity to see the various religious symbols and objects at first hand and to discuss questions with a representative of the religious community should provide students with insights that books alone cannot provide.

At the level of doctrine, it will become important for the students to understand the Jewish idea of God, of meaning in life, and of the covenant.

The importance and position of scriptures in life, education, and worship should also emerge. Students should have an opportunity to read at least some of the scriptures for themselves, using, if possible, a Hebrew Bible. Readings might start with parts of the Torah, although some teachers might prefer to start with the Psalms, which may be more accessible and could provide a context for a later examination of the Torah. The students should also become aware of the importance of the Talmud. Some of the prophets should be read; the selection of prophets will depend on the perspective being taken in the course as a whole. Emphasis on the social aspect, for example, might invite the reading of such prophets as Amos, Elijah, and those parts of Isaiah that concentrate on social themes.

Historico-political developments related in the Bible could be read, although in a general introductory course too much attention to detail in this area could detract from more important considerations. The post-biblical period should not be neglected, especially because it is generally much less well known. Students might read some of the rabbinical writings that form so important a part of the tradition. The great mediaeval period of Judaism could also be examined.

The question of anti-Semitism could be discussed. It must, of course, be approached with care and with an appreciation of the many facets of the problem. An attempt should be made to examine this

question from both Jewish and Gentile points of view. A study of life in the ghettos of Europe and elsewhere and of the many pogroms conducted in various periods of history can help students to understand the relationship between the Jewish community and the larger society.

Students should come to realize that, as in most religions, there are different branches of Judaism. For the purposes of this study, some understanding of the positions of the Orthodox, Conservative, and Reform groups will probably be sufficient.

An awareness of the role of both Zionism and the State of Israel would help students to understand the position of Judaism in the world today. Examination of these and related questions should not be neglected, although care should be taken that the discussion does not become predominantly political at the expense of the more specifically religious dimension.

Christianity

Christianity may well be the religious or cultural heritage of the majority of students. This poses problems of approach. The observations made earlier about objectivity and about personal response have special relevance here. Those parts of a course dealing with Christianity must be of such a nature that the course is acceptable to those who are Christians and to those who are not, whether by virtue of their commitment to another faith or their commitment to none.

The contrasts of experience and expression in the Christian tradition pose a challenge to the teacher of world religions as he or she tries to balance the claims of both unity and diversity. The wide range of beliefs and practices among adherents of Christianity in our society means that compromises will have to be made in order to present an overview that is as representative as possible.

The actions, words, and person of Jesus form a central theme in Christianity, and the historical aspect of Christianity might start from a consider-

ation of the life of Christ. Several other historical dimensions will also be essential to an understanding of Christianity today. Among these are the relationship of Jesus to the Jewish tradition in which he was raised and the evolution and division of Christianity over the years. Some students may be interested in examining within the global context the role that Christianity has played in the history of Canada.

In exploring the various doctrinal aspects of Christianity, students should examine theological and especially ethical positions. Among the former, the doctrines of God, creation, incarnation, and salvation are fundamental.

Problems of moral behaviour might be explored, not only in Christian scriptures, but also in the context of contemporary ethical-social concerns.

Various Christian communities might be studied through the historical dimension mentioned above, but the distinctive features of belief should also be examined. The function of tradition, teaching authority, and sacramental life in Roman Catholicism should be understood in conjunction with the implications of these functions as they relate to such matters as the authority of the papacy, the importance of the liturgy, and the resolution of ethical problems. The positions of the Protestant churches in relation to these beliefs should also be explored, together with the teaching on such matters as the response of the individual and the role of the priest or minister.

The strictly doctrinal aspects of Christianity should not be stressed to the neglect of the many diverse ways in which Christianity has moulded the shape of cultural and artistic life in the West. The arts have long found a major source of inspiration in Christianity, to such an extent that it is almost impossible to understand the religious dimension of life in Western society without some attention to this element.

The various aspects of ecumenism, that are affecting Christians in many parts of the world should not be neglected.

Christianity, in common with other religions, is changing today as it responds to the technological and other changes of the twentieth century. The response to change can be a useful starting point both for examining the relationship between Christianity and contemporary culture and for considering some of the more personal aspects of the religion for many of its adherents.

Islam

Among the many themes to emerge from a study of Islam might be the unity of God, the role of ritual prayer, the metaphysical status of the Koran, and the obligation to make the Hajj. The key role of form in prayer, in ethics, in law, and in art should be studied. The lack of a division between the sacred and the secular is also an important aspect of Islam.

The coherence of the religion as a whole should be brought out through the development of an understanding of the basic tenets of belief. The Five Pillars and the Six Beliefs represent points of belief that the students can both comprehend and explore for further implications. The important mystical element might be studied through an examination of Sufism.

The theme of the relation of people to people and of people to God can be explored best through the Koran; from this study might emerge also an awareness of the importance of the Book in the life of the Muslim. This theme might afford a useful context for examining some of the ethical positions of Islam.

The life of Muhammad can be a useful starting point, although care should be taken not to exaggerate his role in Islam as a whole.

The political life of Islam is an important factor, both in the past and today. This element should not be overlooked, although considerable care should always be exercised in examining contemporary questions about which a statement of a fair and balanced position is difficult. An element of this consideration might be the global dimension of Islam.

Muslim art and architecture also offer a possible starting point. The position of representational art, for example, can reveal much about the way a Muslim thinks about both people and God. The architecture of a mosque can tell much about prayer ceremonies.

As is the case with all religions today, Islam is undergoing changes as its traditional way of life is affected by the technological developments of the twentieth century. The study of how Islam and other religions are meeting the challenge of these changes can reveal a great deal about the resilience and adaptability of a religion and its adherents.

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Native Studies

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Rationale

The study of people of Native ancestry provides a basis for students to appreciate Native culture, values, and contributions to the heritage of Canada, and to understand many of the dilemmas currently faced by Native people (for example, mercury contamination of lakes by mines and pulp mills as a threat not only to the environment but also to the chosen lifestyle of many Native people). The program is appropriate for students of both Native and non-Native ancestry.

“Native Studies” is a natural springboard to a variety of interdisciplinary studies, especially when courses are structured around specific issues and concerns. The program is also a useful and appropriate introduction to such disciplines as anthropology, sociology, ethnology, archaeology, and linguistic analysis, since many of the issues that concern Native people today cannot be explored adequately using a single approach. (For example, the development of hydro-electric resources in the James Bay area has historical and geographical as well as economic and moral dimensions.)

The eclectic nature of Native studies therefore strongly implies the use of a variety of approaches and strategies that will spark interest, improve students’ organization and communication skills, stimulate their intellectual activity, and enhance their awareness of their own perceptions, ideas, and values.

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Aims⁶

Courses planned shall assist and encourage students to:

- understand and appreciate legal, political, and socio-economic issues that people of different cultures encounter in various physical and social environments;
- understand and appreciate the ways in which Native and non-Native skills, traditions, influences, and values can become mutually enriching;
- understand and appreciate the complexity of some of the current issues affecting the Native people of Canada;
- understand and appreciate the aims and aspirations of Canada’s Native peoples;
- appreciate the heritage and cultures of the original Canadian peoples;
- develop respect, in this multicultural society, for cultures other than their own;
- become aware of the distinctiveness of the traditional and contemporary cultures of the aboriginal peoples of the world;
- develop sensitivity to the values of others;
- develop the ability to recognize and articulate their own values and to deal sensitively and intelligently with values and feelings;
- develop self-confidence and self-esteem;
- improve their facility in using cognitive skills to process and communicate information in a variety of contexts.

6. Adapted from: Ministry of Education, Ontario, *People of Native Ancestry, Senior Division, 1981* (Toronto: Ministry of Education, Ontario, 1981), p. 5.

Special Considerations

Course design

Courses developed in Native studies must have unity, coherence, and a logical sequence, and must satisfy the aims outlined above. The depth of courses should be consistent with the expectations for Senior Division students.

Teachers may designate certain topics within a course for intensive or extensive study based on:

- the previous learning experiences of the class;
- the need to develop particular concepts and to clarify values;
- the nature of the existing programs in the school or previous programs in earlier grades. (Such programs should have been based on one of the following: *People of Native Ancestry: A Resource Guide for the Primary and Junior Divisions*; *People of Native Ancestry: A Resource Guide for the Intermediate Division*; or the curriculum guideline *People of Native Ancestry, Senior Division, 1981*.⁷)

Prerequisites	– none
Credits	– one
	For further information, see section 5.5.2, “Modules”, in Part A of this guideline, <i>Policy and Program Considerations</i> .
Course Code	– HNA

Units

Units of study for courses in Native studies in the Senior Division are outlined in detail in the curriculum guideline *People of Native Ancestry, Senior Division, 1981*. A minimum of four units from the seventeen units will constitute a course. It is strongly recommended that advanced-level courses contain at least six units and that general-level courses contain at least five units. Basic-level courses must contain at least four units. These units may be organized chronologically or thematically, as suggested in *People of Native Ancestry, Senior Division, 1981*, pages 6–7.

1. Archaeology and Native Peoples
2. Technology of Native People
3. Effects of Contact: A Study of Cultural Contact
4. A Survey of the Political History of the Native Peoples of Canada
5. The Indian Act
6. Aboriginal Rights, Claims, and Treaties
7. The Inuit
8. The Métis and Non-Status Indians of Canada
9. Prejudice and Discrimination
10. Reserve Communities
11. Native Families, Then and Now
12. Urbanization: The Native Person in an Urban Environment
13. Traditional Beliefs of the Indians of Canada
14. The Indian and the Schools
15. Native Peoples and the Arts
16. Native Peoples in Canadian Literature
17. The Fourth World: A Case Study of Indigenous Peoples

7. Ministry of Education, Ontario, *People of Native Ancestry: A Resource Guide for the Primary and Junior Divisions* (Toronto: Ministry of Education, Ontario, 1975); *People of Native Ancestry: A Resource Guide for the Intermediate Division* (Toronto: Ministry of Education, Ontario, 1977); *People of Native Ancestry, Senior Division, 1981* (Toronto: Ministry of Education, Ontario, 1981).

Major Objectives

Cognitive Skills

The major cognitive-skills objectives outlined on pages 7–14 apply to courses developed from “Native Studies” at all levels.

Attitudes

Students should develop:

- tolerance and respect for people and appreciation of their uniqueness;
- empathy for the goals, needs, and values of Native people;
- appreciation of the contributions that Native people have made to modern culture;
- sensitivity to the rights, opinions, and concerns of others;
- an awareness of their own values and those of Native people across Canada;
- an interest in the significant issues affecting a variety of aboriginal people across Canada, North America, and the world;
- confidence in communicating information and expressing their own ideas and views;
- understanding and acceptance of minority groups.

Knowledge

Content knowledge objectives for each unit are listed in the curriculum guideline *People of Native Ancestry, Senior Division, 1981*, pages 12–54.

Sample Teaching and Formative-Evaluation Strategies and Resources

Sample activities and resources for each unit are listed in the curriculum guideline *People of Native Ancestry, Senior Division, 1981*, pages 14–55 and 58–89.

Strategies for cognitive-skills development can be adapted from sample units of other Senior Division courses in this guideline. The sample comparison organizer (general level) shown below is taken from Unit 10, “Reserve Communities”, of *People of Native Ancestry, Senior Division, 1981* (page 34).

Compare everyday lifestyles on a reserve in southern Ontario with those on a reserve in northern Ontario.

Reserve

Categories of comparison

economic conditions	jobs and vacations
	local Indian industry
	government incentive programs
education	unemployment rate
	number and type of schools
	relationships between community and school
	relevance of curriculum
social organizations	associations
	recreation
	relations with other reserves and communities
health	medical facilities and services
	government programs
housing	standards
	government programs
	band council loans

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